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ABSTRACT

The new teacher education program developed by Illinois State University attempts to establish interdisciplinary cooperation among social scientists and educationalists to prepare social science specialists to teach at the intermediate grade levels. The major aspects of the program are a) Specialist Teacher Concept, b) Interdisciplinary Thrust, c) Performance-Based Structure, d) Individualized Instruction, and e) Community-Based Orientation. The program is divided into three phases: a) foundation experience, b) integrating experience, and c) culminating experience. Foundation experiences seek to integrate a wide variety of social science disciplines with educational processes. Phase II encompasses the sophomore through junior year of undergraduate study. It is composed of seminars, group projects and independent study in the social sciences, and educational seminars in association with the related activities of classroom observation, clinical teaching, and self-instruction. Phase III is designed to complete the integration of social science and educational material. Each phase is described in detail and reference materials are suggested when necessary. (MJM)

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A MODEL ELEMENTARY TEACHER EDUCATION PROGRAM FOR SOCIAL SCIENCE MAJORS
(An Interdisciplinary Approach)

ILLINOIS STATE UNIVERSITY

October, 1972

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SUMMARY

The United States Office of Education and Illinois State University have jointly sponsored the first phase of an experimental teacher education program. Designed to train teaching specialists at the intermediate grade level (4-6), the program's initial thrust was rooted in attempts by A.A.C.T.E. and C.O.N.P.A.S.S. to develop a multidisciplinary teacher education program for prospective teachers of the social sciences in elementary schools.

Under the directorship of Dr. Horace E. Aubertine, Coordinator of Teacher Education at Illinois State University, an Interdisciplinary Committee of 16 university faculty and a group of national consultants have accomplished the following during the planning phase (1970-1972) of the program: (1) establishing explicit knowledge and performance objectives for a multidisciplinary field of concentration in the social-behavioral sciences; (2) formulating criteria and means of selecting the substantive content of the field of concentration and professional education; (3) developing instructional procedures and selecting materials to be employed, including efforts at individualizing instruction; (4) establishing field sites as teacher training centers in cooperation with public schools; (5) providing a framework for overall organization and articulation of the field of concentration and professional education; and (6) devising forms of evaluation in two areas: (a) assessing the roles of the academicians in teacher education program development and implementation, and (b) assessing the knowledgeability and performance competencies of the teachers produced by the program.

While the efforts to develop and refine these facets of the program is an on-going process, the program's structure is such that at this time it is ready to be implemented immediately. Specific tasks for the individuals working on the program are outlined in detail in the Overview section of this report.

The program's structure and format have been presented to the Illinois State Teacher Certification Board in Springfield and have won a complete endorsement from that board. The extensive use of the university laboratory school and the interdisciplinary approach to teacher education were two aspects of particular interest to the State Board. A letter from Mr. Vito

Bianco, Executive Secretary of the Board, is contained in Appendix G.

A number (11) of Illinois school districts have been contacted regarding their eventual participation in the program. This was done in an attempt at not only providing sites at which teacher candidates could intern, but also to involve personnel from these districts in "renewing" some of their educational experiences, especially in the social science areas. Letters of intent from each of the participating schools are found in Appendix H.

Dr. David K. Berlo, President of Illinois State University, has reviewed the program and has given his enthusiastic endorsement and support (Appendix I). However, since it is a new program, and largely experimental in nature, the University must request that monies for implementation come in part from U.S.O.E. Most of the funds requested from U.S.O.E. would be earmarked to facilitate the education of social science teachers in curriculum, instruction and supervision in rural school districts within a 50 mile radius of I.S.U. This particular aspect of the program is geared toward accomplishing several of the goals identified in the Task Force 72 report to the Bureau of Education Professions Development. Specifically, it is the intent of the University to become an Educational Renewal Center and at the same time initiate a variety of delivery systems for making its programs, facilities and personnel accessible to the many publics it serves.

RATIONALE

The ultimate goal of any worthwhile teacher education program is to bring about qualitative improvement in the ability of teachers to facilitate relevant learning in the classroom. The work of the I.S.U. interdisciplinary committee over the past two years has been guided by several basic questions raised by this approach to teacher education:

1. What are adults in the world of tomorrow going to need in the way of knowledge and skills?

2. What are the essential skills required by the teacher to bring school pupils to meet their adult needs?

3. What different types of components within teacher education programs are needed to develop these skills?

1. To answer the first question, some discussion is required as to what type of educational system is needed and desired in an advanced technological society such as the United States. In a democratic society, the fundamental educational problem is to achieve a balance between maximizing the education of each individual and accomplishing sufficient socialization of the values of the society to maintain its security and to provide for continuity between the generations.

In a rapidly changing world, coupled with a shift into a new socio-economic structure, the question of "what to teach and to what end" demands complex answers. For example, since World War II the United States has shifted from a society based upon an industrial economy to a society based upon a "knowledge-work" economy.[1] The shift is reflected most noticeably in the reduction of unskilled and semi-skilled workers as a group in the total labor pool and in the gradual but fairly dramatic increase of the so-called "service"

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[1]Peter Drucker, The Age of Discontinuity (New York: Harper and Row, 1969, 394 pp.).

or knowledge-worker group.[2]

What has happened within a span of a quarter of a century is that the United States has undergone a major socio-economic revolution that has caused great disruption and dysfunction within our society, creating an enormous amount of psychological and sociological dissonance and fostering alienation among our citizens. The rapidity of change has made the overall problem even more painful and disruptive, and in a sense, all citizens are in one degree or another suffering from "future shock."

The problem still remains as to what is relevant to teach and toward what end. Some "givens" are available in guiding a restructuring of an educational enterprise as follows:

1. The rate of accumulation of knowledge will continue to accelerate, as well as the rate of obsolescence of knowledge. For example, engineers will have to be retrained every four to five years instead of 10.

2. The key to productivity in the new emergent economy is the "application of knowledge to work." Knowledge is no longer "ornamental" and the privilege of the few, but rather it has become the primary functioning factor in the continued growth and expansion of our society.

3. The need for ways to organize knowledge to systematically solve "work problems" will continue to grow and thus to create the need for a larger highly educated citizenry.

4. The need for a large educated citizenry to "know how to apply knowledge and to learn how to learn" requires an educational system that is geared toward solving problems through the application of knowledge.

If the above givens are assumed to be realistic in terms of what our society requires and what individuals will need to cope with daily living with rationality, then the educational system, its curricula, and teachers must be geared and prepared in

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[2]In the 1960's the knowledge worker group accounted for 1/4 of the total labor force; in the early 1970's, 1/3; and by 1980, 1/2 of the total labor force will be the knowledge-worker group. Today our largest single civilian occupation is teaching.

directions which are quite different from past patterns.

2. In terms of the essential skills required for teaching in the emerging educational system as raised in question two, there are three distinct elements changing the teacher's role. First, the teacher will no longer be the primary information source for youth. Secondly, acquisition of information for future use without some ways of applying it is no longer functional. Thus, the educator's role must be "functional," that is, oriented toward "the utilization of knowledge" rather than the storage of inert information for use sometime in the undefined future.

Thus, the teacher's role in this changed educational enterprise must be altered and he must become more of a promoter and facilitator of learning rather than a dispenser of information. The teacher must be well-rounded in methods that are oriented toward active problem-solving approaches and adept at combining these methods with current social issues that children, youth, and adults are forced to cope with in their everyday world. He must be thoroughly skilled in a variety of "process strategies of instruction designed to place the focus of learning on the pupils in problem oriented instructional settings. The teacher must be oriented toward emphasizing the application of knowledge in developing alternatives and solving problems.

3. To prepare teachers for these types of roles in the future requires a teacher education program that is quite different from most of the current programs. It is precisely at this point that the interdisciplinary committee at Illinois State University has focused its collective effort and talent in the design of a four-year undergraduate teacher education program for social science majors. The interdisciplinary committee believes that to insure the likelihood of preparing a teacher to function effectively in the educational setting described above, a different model of teacher education is required. Over the normal undergraduate period, this program provides for the introduction of new specially designed <u>process</u> and <u>methods</u> training units to be carefully integrated with substantive curricular elements and practical teaching experience.

Furthermore, the committee recognizes the need to seek the cooperation of school districts as laboratories to provide the real educational setting to test the validity of the new teacher education program. The school districts are no longer viewed as repositories for the placement and supervision of the student-teachers from the program, but also active partners assisting

in the development of social studies curricula in the schools. Without the latter, much of the preparation of the teachers in the experimental program would be difficult to bring to bear on instruction. To aid in solving this problem, cooperative arrangements were made between 11 school districts which would include university consultant help on curriculum, as well as training teachers as supervisors within the performance-based teacher education program model.

Without a cooperative working relationship between the collegiate institution and the neighboring school districts, the I.S.U. experimental teacher education program would be severely handicapped. Teacher education is a shared responsibility and it is neither the exclusive responsibility of the University nor of the public schools. Furthermore, the revision of teacher preparation programs must parallel revision in elementary and secondary curricula. Without these two programs undergoing concurrent assessment and modification, the likelihood of any appreciable change in the educational enterprise would be negligible.

GENERAL DESCRIPTION OF PROGRAM

INTRODUCTION

The new teacher education program developed by Illinois State University represents one of the first attempts at establishing interdisciplinary cooperation among social scientists and educationists to prepare social science specialists to teach at the intermediate grade levels. To hopefully serve as a model educational program, the project format incorporates many of the concepts advanced by the Bureau of Educational Personnel Development's Task Force 72 Report. The major aspects of the program are its: (1) Specialist Teacher Concept, (2) Interdisciplinary Thrust, (3) Performance-Based Structure, (4) Individualized Instruction, (5) Community-Based Orientation.

Specialist Teacher Concept

The real substance of the program rests with the development of a thoroughly new teacher education program for elementary teachers at the intermediate grade levels (grades 4-6). The intent is to abandon the traditional "generalist" model for preparing elementary teachers for a "curriculum specialist" teacher. With the passage of time, social scientists and other curriculum specialists would serve in two capacities: (1) as teaching specialists in their respective disciplines; and (2) as a team of experts whose expertise would allow for interdisciplinary cooperation within the overall curriculum.

The content of the elementary teacher education program is based upon five assumptions as follows:

1. The mainstream of public elementary education will become more receptive to the innovative and will incorporate different and emerging patterns of organizing instruction and teaching, and less committed to the traditional patterns of schooling.

2. The public elementary school curriculum will focus more on public acquisition of skills of "how to learn" in addition to basic skills of reading and writing and become less preoccupied with the acquisition and memorization of information.

3. Individualizing instruction for the pupils can be more efficiently and effectively managed by teachers who are specialists in particular phases of the curriculum rather than those whose training ranges the total spectrum of the elementary school curriculum.

4. The preparation of the specialist teacher for the elementary school is an interdisciplinary function of the academician and the educationist. The responsibility for the theoretical and applied dimensions in teacher education is a shared one and is not the exclusive domain of a particular group within an institution of higher education.

5. Teacher Education Programs must develop criteria and the means for measuring and evaluating their product based upon clearly identified standards of performance. The ability to teach pupils must be assessed through demonstration of instructional proficiency as well as the traditional ways of measuring cognitive understanding.

Interdisciplinary Thrust

This experimental program has been designed to initiate an overall structure that functionally utilizes the collaborative efforts of both educationists and social scientists in teams to direct and evaluate trainee progress throughout the program. Through the first two years of planning, over 15 faculty members from the education fields and the various social science disciplines have been used to develop the program core. The content of the newly formed program core is contained in the body of this report with strong emphasis placed on interdisciplinary planning of objectives, activities and evaluation criteria for each course in the program. Figure 1 depicts the various phases within the program core as well as those related aspects that are taken by the trainee concurrently with the program core.

Performance-Based Structure

A third feature of the program centers around the performance-based structure from which the various courses are built. Because educators have for too long neglected the performance-based aspects of the cognitive objectives of teacher education, it has become increasingly more important--and equally as difficult--to convince educators at all levels that a void exists in teacher preparation in terms of performance-based objectives, activities and evaluation

FIGURE 1

PROGRAM CORE BY PHASE

PHASE I -- Foundational Experiences

- Social Science Thinking and Methodology
- Child Growth and Development: I
- Child Growth and Development: II
- Foundations of Education

PHASE II -- Integrating Experiences

- Social Science Seminar: Perspectives
- Social Science Seminar: Group Projects
- Social Science Seminar: Independent Study
- Reading Methods
- Clinical Observations

CONCURRENT PHASE II AND PHASE III EXPERIENCES

- Applied Classroom Experiences:
  1. Self-Instructional Laboratory
  2. Teaching Clinic
  3. On-Going Seminar
- Workshop: Clinical Testing of Teaching Kit Materials

PHASE III -- Culminating Experiences

- Field Experience: Student Teaching
- Pedagogy Seminar
- Community Study Seminar
- Independent Study
- Culminating Seminar
- Workshop: Development of Teaching Kit

<--------General Education Requirements-------->

<--------Courses in Social Science Disciplines-------->

criteria. The program does not discount the value of the cognitive objectives and activities, but emphasizes the performance-based aspects that supplement these cognitive objectives.

Individualized Instruction

The courses presented in Figure 2 make up the program core, and, although several of these courses are strictly traditional "classroom oriented" activities, most are taught on an individualized basis. Beginning at the sophomore year and running throughout the program, the trainee will be taking courses that structure activities on an individual or small group basis. These seminars are designed to meet the needs of each individual, especially as he nears his student-teaching period. The Applied Classroom Experiences, for example, allow the trainee to work in the University's laboratory school--under the supervision of teams of faculty--to develop and test materials for teaching kits to observe and participate in the small group instruction of intermediate grade children, and to review on an individual basis the various strengths and weaknesses of his own teaching style at that point in time.

Community-Based Orientation: University Service

The experimental program also incorporates the use of "field personnel" in the instruction of its trainees. Several seminars during the student-teaching period focus on the unique educational facets of rural, urban and suburban education. Conducted with specific surrounding communities involved, Illinois State University is attempting to initiate not only "performance-based, field centered and personalized teacher education programs," but also a "training complex" where teachers from near-by school districts are provided preservice and inservice training. In this context, the University would be able to establish a "regional delivery system" by first of all acquainting its students with the specific needs of certain types of schools, and secondly, involving personnel from these districts in the instruction of University students at the same time they review and update their own districts' curricular needs.

Illinois State University is proposing that local school districts release one or more teachers during the junior year of the training program. These teachers would come to the campus either part-time or full-time during the year in order to assist trainees in the clinical development and testing of materials that they will eventually use in student teaching. In addition, the

FIGURE 2

PROGRAM CORE BY SEMESTER

FRESHMAN YEAR Semester 1	Admission to Program	
Semester 2	Social Science Thinking and Methodology (3 Semester Hours) Child Growth and Development I (3 Semester Hours)	
SOPHOMORE YEAR Semester 1	Child Growth and Development (3 Semester Hours) Philosophical Foundations of Education (3 Semester Hours) Social Science Seminar: Perspectives (3 Semester Hours)	Clinical Observations (3 Semester Hours)
Semester 2	Social Science Seminar: Group Projects (3 Semester Hours) Reading Methods (3 Semester Hours)	
JUNIOR YEAR Semester 1	Social Science Seminar: Independent Study (3 Semester Hours) Middle Grade Social Science Curriculum (4 Semester Hours)	CONCURRENT EXPERIENCES Applied Classroom Experiences: 1. Self-Instructional Lab 2. Teaching Clinic 3. On-Going Seminar (9 Semester Hours: 3 per semester)
Semester 2	Workshop: Development of Teaching Kit (3 Semester Hours)	
SENIOR YEAR Semester 1	Field Experience: Student Teaching (10 Semester Hours) Pedagogy Seminar (2 Semester Hours) Community Study Seminar (3 Semester Hours)	
Semester 2	Independent Study (3 Semester Hours) Culminating Seminar (3 Semester Hours)	

field supervisors will utilize University faculty and facilities to develop new units within the social science curriculum for their respective school districts.

The field supervisors would be the individuals who supervise the student-teachers in their field experience during the senior year of the program. Having worked with the trainees the previous year in developing instructional packages, the field supervisors would add continuity to the program by their knowledge of both the trainee's teaching prowess and the goals of the experimental program. The reciprocal benefits that should ensue between the University, the local school district, the field supervisor and the trainee are shown in Figure 3.

Figure 4 outlines those general activities in which the teacher will participate while on campus. Moreover, it defines the roles of the teacher upon return to the home district the following year. His preparation at the University should equip him to become not only a more highly skilled field supervisor of interns, but also a resource person for the school district at the intermediate grade level.

PROGRAM STRUCTURE

The program is designed to take each student through three distinct yet structurally related phases: Foundation Experiences (Phase I), Integrating Experiences (Phase II), and Culminating Experiences (Phase III). A complete format for each phase is reported in subsequent sections of this report, but the following overview provides the general thrust of the three sections: (Figure 1 depicts the course work for each phase and the experiences taken concurrently between the phases. Figure 1 also illustrates that General Education Requirements of the University and course work in the regular social sciences will be taken throughout the four-year period of the program.)

1. Phase I: The Foundation Experiences are designed to provide the student with knowledge concerning the interrelatedness of the various social science disciplines. This interdisciplinary aspect of the program integrates these disciplines by emphasizing the common features of the "scientific method." Moreover, interdisciplinary efforts will also be realized by the trainees as the program attempts to synthesize the social sciences with the educational processes that are essential to teachers as professionals.

FIGURE 3

RECIPROCAL BENEFITS

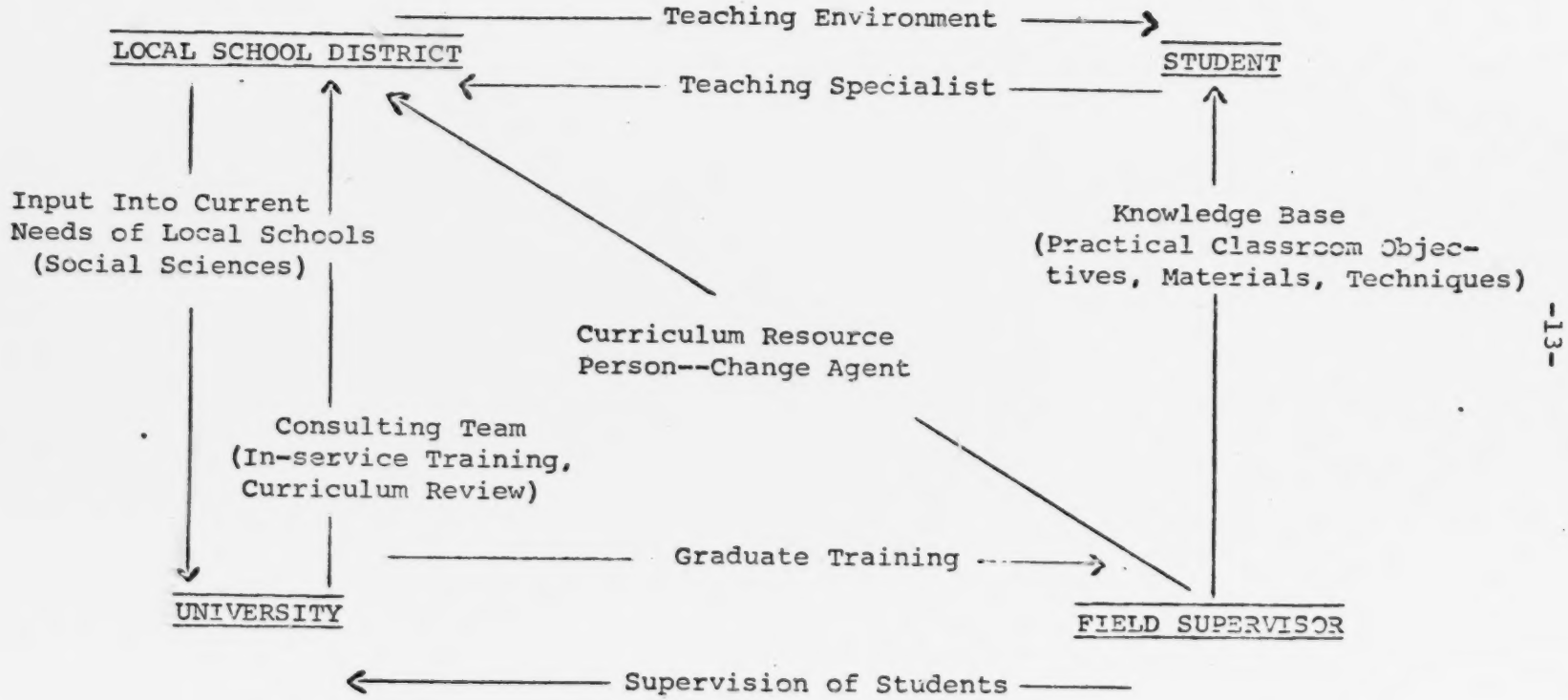
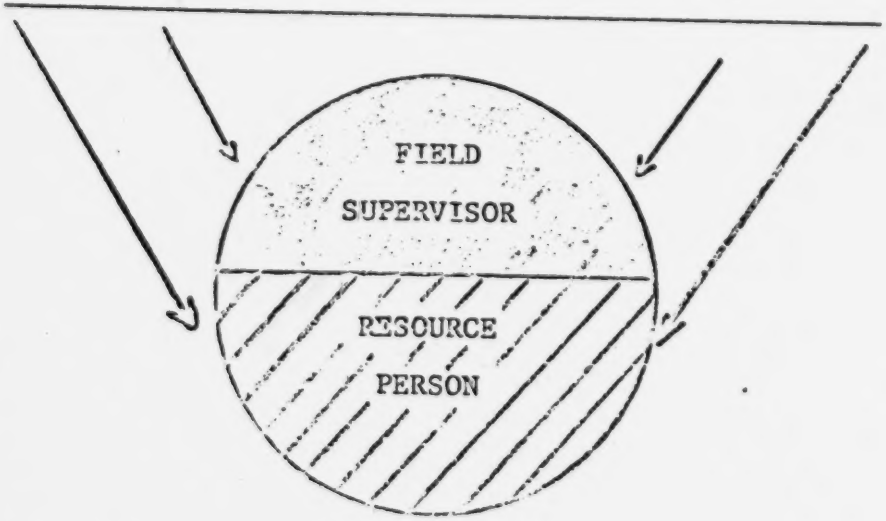


FIGURE 4

The elementary teacher released by the school district should become a resource person for the district as a result of the on-campus experiences this individual will have had in the experimental program. These activities include:

1. Training in the Inquiry Method of Instruction
2. Clinical Testing of Educational Materials
3. Observation of and Practice in Small Group Instruction and Independent Study
4. Participation in Seminars for Training Teaching Specialists in the Social Sciences
5. Review of Current Social Science Units and Development of New Instructional Units
6. Training in the Use of Educational Media
7. Training and Supervision of Interns in Micro-teaching Situations



After participating in the various on-campus activities during the junior year of the students' four-year program, the teachers released from the respective school districts will return the following year to their home district where they will assume two roles: field supervisor and resource person. The following figure depicts those tasks that should be performed in each role by the teacher.

FIELD SUPERVISOR

The field supervisor will:

1. Periodically evaluate the performance of the intern through formal (written and videotape) communications with the University
2. Coordinate the objectives, activities and evaluation procedures used by the intern in the day-to-day classroom setting
3. Provide assistance to faculty members in developing and implementing a community study project for the intern

RESOURCE PERSON

The resource person will perform three functions:

1. Diagnostic--assist colleagues in determining curricular needs and problems of middle grade level in social sciences
2. Planning--assist colleagues in planning in-service development of instructional units and supporting educational materials
3. Implementation--assist in the organization and implementation of program treatment through communication with faculty consultants (ISU); and develop assesment techiques to evaluate results of treatment

2. Phase II: The Integrating Experiences are further attempts at bringing together the social science and educational knowledge bases. The emphasis of this phase is on performance and application of principles learned in Phase I. Accomplished largely through seminars, independent study, and clinical observations and testing, the teaching skills needed by prospective teachers in making theory functional on a day-to-day basis will be developed.

3. Phase III: The Culminating Experiences of the program are assimulative in the sense that they "pull together" the skills, materials, and strategies identified in the first two phases for the purpose of providing for the trainee a cohesive instructional package to be utilized not only in student-teaching, but also in doing independent research and channeling feedback into the program. A great deal of flexibility is evident in Phase III in order to meet the individual needs and interests of each trainee.

PROGRAM CONTENT

As Figure 2 suggests, the trainees will take courses prescribed in the new program in every semester of the four-year program with the exception of the first semester of the freshman year when admission procedures will be carried out. The program core calls for each student to take 64 semester hours in the program core while concurrently fulfilling the University's general education requirements (42 semester hours, 12 of which are in the social and behavioral sciences) and taking a foundational course in each of the seven social science disciplines (21 semester hours). Six semester hours of electives raise the program total to 133 semester hours required to complete the program over the four-year period.

STUDENT REQUIREMENTS

The credentials of approximately 100 incoming freshmen will be reviewed during the spring of 1973. Through correspondence and direct interview, 45 students will be selected for admission to the program scheduled to begin in the fall semester of 1973.

Although no specific program course work will ensue during this first semester, a good deal of counseling and orientation will be initiated between the program's administration and staff and the students.

Admission to the program will be based generally on the following criteria.

The student must be:

1. A declared social science major or elementary education major with social science interests.

2. Willing to participate in the program.

It should be noted that approximately 30 students who were freshmen during the 1972-1973 school year will be recruited to take the first two courses in the program (Foundations in Social Science Thinking and Methodology, Child Growth and Development) during the spring of 1973. This will enable them to move directly into the sequence of courses provided in the program's regular sophomore year in the fall of 1973.

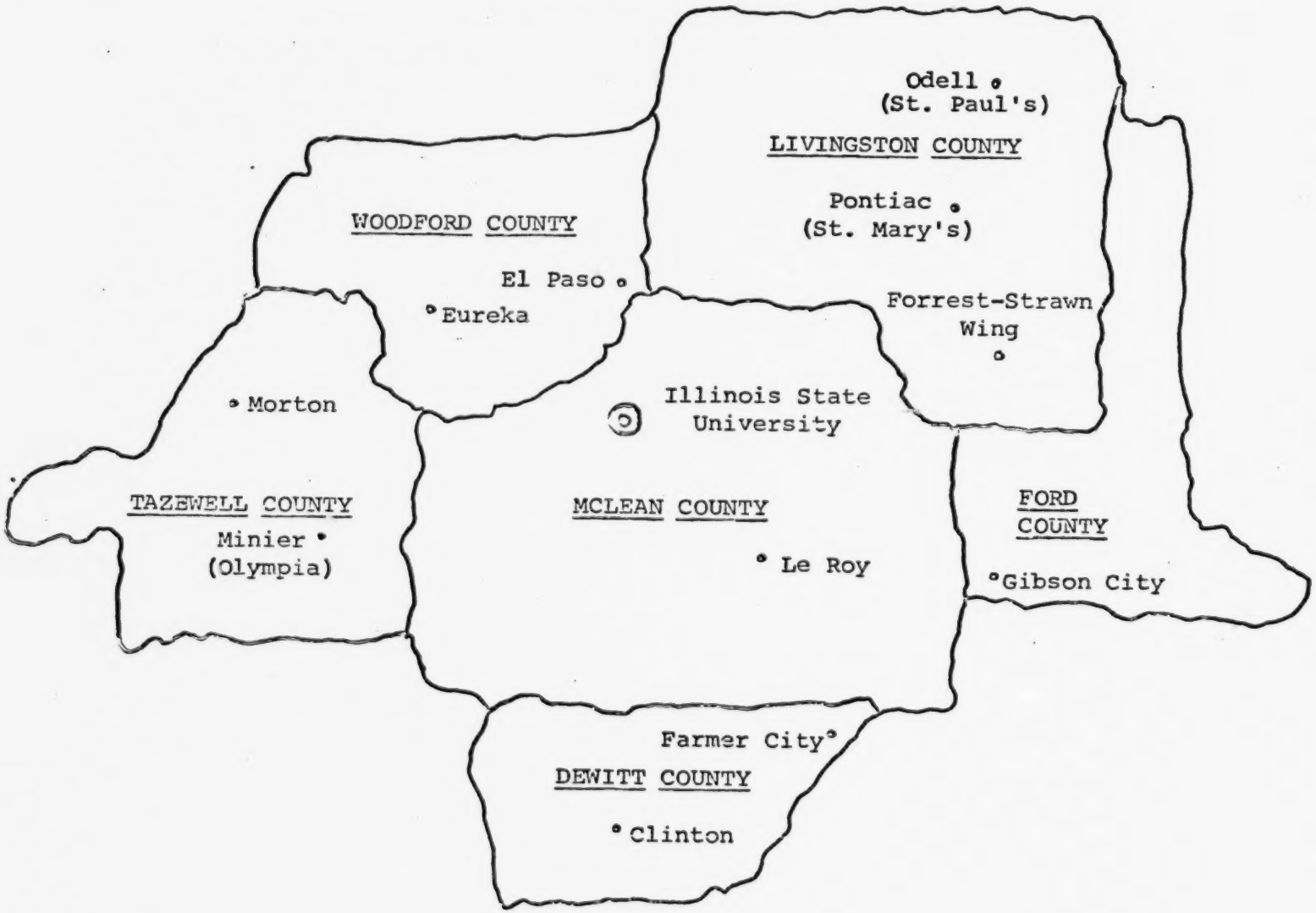
PARTICIPATING SCHOOL DISTRICTS

Commitments to participate in the program have been secured from a number of rural school districts which surround Illinois State University. These schools have advanced interest in sending personnel to the campus for laboratory training in curriculum development, supervision of students and use of educational media and materials in return for securing effective input into the training of teachers and assisting the program's trainees in developing teaching methods and materials.

The map on the following page illustrates the location of the participating school districts, while the letters of intent received from officials of these districts are found in Appendix H.

PARTICIPATING SCHOOL DISTRICTS: 1972

U.S.O.E. EXPERIMENTAL PROGRAM FOR THE TRAINING
OF TEACHING SPECIALISTS IN THE INTERMEDIATE GRADES (4-6)



PHASE I: FOUNDATION EXPERIENCE

Overview

The present program seeks to integrate a wide variety of social science disciplines by emphasizing some common features of the "scientific method." A second interdisciplinary feature of the program is to integrate the social sciences with the educational processes that are essential to teachers as professionals. Phase I has the task of initiating both of the interdisciplinary features of the program.

An integration of the social sciences will begin with a course which presents the basics of "science" in a variety of social science contexts. The course will be titled, Foundations in Social Science Thinking and Methodology. The integration of social science and education will begin in two ways. The first is to use scientific concepts to understand the present object of the educational process--the child. The understanding will be attempted by a two-course sequence of Child Growth and Development. The second is to apply scientific principles in understanding education as a process by expanding and refining the concepts introduced in the basic methodology course. The course will be titled, Philosophical Foundations of Education.

Component	Year	Sem.	Credit	Team Composition
A. Foundations in Social Science Thinking and Methodology	Fresh.	Second	3 sem. hours	2 Social Scientists
B. Child Growth and Development				
	Fresh.	Second	3 sem. hours	1 Psychologist 1 Sociologist
	Soph.	First	3 sem. hours	1 Educator
C. Philosophical Foundations of Education	Soph.	First	3 sem. hours	1 Specialist (social science, philosophy, social policy about education)

COMPONENT A: FOUNDATIONS IN SOCIAL SCIENCE THINKING AND METHODOLOGY

Overview

The elementary social science teacher should have a strong understanding of and ability to apply social science methodology in the teaching of elementary grades four through six. The five major objectives cited on the following page constitute the proposed goals for foundations in Social Science Thinking and Methodology. Without an ability to apply these principles to particular problem solving and decision making tasks, the teacher will be ineffective in communicating "social science thinking" to the elementary child.

Throughout the course we will attempt to demonstrate the practical aspects of social science thinking to the problems of the teacher and to problems faced in daily living by fourth, fifth and sixth grade children. Particular attention will be directed toward demonstrating the practical contributions of the several social sciences corporately to the clarification of particular problems; thus, the Phase II Integrating Experience will be dependent on the foundations laid for integration achieved in Phase I.

The language used to describe this course is not highly technical; nor are the examples chosen to illustrate the general objectives and intermediate behavioral objectives necessarily the most important contributions of the social sciences from which they are drawn. Further, this discussion of Phase I experiences does not constitute a detailed or fully developed set of lesson plans. The material does attempt to demonstrate some of the major alternatives which are appropriate to an instructional/learning experience of this kind.

By virtue of being the first course in the proposed sequence, certain initial qualifying and clarifying functions need to be performed. Among these should be:

1. Overview of the entire program including introduction of any on-going projects as part of the later parts of the program (e.g., research notebook).

2. Pretest for skills as a part of a continuing evaluation of the students.

3. Pretest for motivation with respect to interest in social science subjects and education of middle grade students.

The clear intent and ultimate purpose of the Foundation Experience is to enable children to learn skills that will enable them to make decisions through problem clarification, collection of appropriate evidence and interpretation. It should provide them with a perspective which will be useful in their lives as children as well as their future adult lives. Our assumption is that teachers will be better equipped to teach this social science perspective if they are able to learn the fundamentals of what is broadly called the scientific method.

To the end that social science teachers be able to think scientifically themselves and be able to apply social science methodology in their teaching, the following five objectives constitute the goals for this course:

1. They should be able to develop concepts for use in the analysis of problems to be investigated.

2. They should be able to generate hypotheses about special phenomena which are consistent with the goals of scientific description, explanation and/or prediction.

3. They should be able to use data to evaluate and test hypotheses.

4. They should be able to determine implications of the results of hypothesis testing for direct action.

5. They should be able to demonstrate how the social science process works in regard to some specific social science disciplines, and how the process may be applied to decision making/problem solving.

These principal sub-goals of the Foundational Experience will be developed below in terms of the competencies which they include. It is not expected that the future teacher's ability to perform the above behaviors will be highly advanced. Therefore, when it is expected that they be able to "derive" concepts or "generate" hypotheses it is not intended that they would be highly creative or unique. Rather the trainees should be able to demonstrate the abilities in some rather standard, classic situations by describing the steps in the same manner as a social scientist might.

General Goal

To help social science teachers think scientifically and to apply social science methodology in their teaching.

Sub-goal 1: To develop concepts for use in the analysis of problems to be investigated.

Competencies

1.a Categorize behaviors according to common characteristics.

1.b Generate behaviors or behavior descriptions that fall into a specific category.

1.c Identify common characteristics of behavior from written descriptions of filmed sequences; and generate concepts which adequately classify the behavior.

1.d Rename classes of phenomena.

1.e Identify instances of circularity and generate further examples of the same circularity.

1.f Generate examples of circular definitions.

1.g Identify concepts which have empirical counterparts and those which have only theoretical utility.

1.h Generate operational definitions of concepts and explain how the resulting data correspond to the intension of the concept.

1.i Differentiate between theoretical concepts and empirical concepts and generate examples of each for a particular social science.

1.j Identify simple measuring devices appropriate for given concepts.

1.k Generate alternative ways for determining the value of a given concept.

1.l Describe the major criteria for evaluating concepts.

1.m Describe the type of evaluation associated with each type of criterion for evaluating concepts.

1.n Evaluate concepts in terms of major criteria in relation to a particular problem.

Activities and Evaluation*

1.a,b,c Presentation of how concepts are developed and used. Then students observe behaviors in their personal lives and categorize the behaviors according to specific criteria the students have developed.

1.d,e,f Presentation of circular definitions and show they are not explanations. Then given certain behavioral activities the students list several names describing the activity and then describe how the names can be interchanged to result in circular definitions.

1.g,h,i Presentation of how concepts are operationalized. Then (g) given several concepts students are to pick those that can be operationalized, and (h) given several concepts students are to operationalize them. Repeat g and h but with a variety of social sciences represented in the examples.

1.j Presentation of measuring devices for specific concepts. Then given several concepts and measuring devices the students match them.

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*The criteria necessary for successful achievement of the sub-goals are implicit in the statement of competencies, and the activities indicated similarly suggest evaluation appropriate to each. To some extent it is possible to indicate that a minimum performance in each competency area should be 80 per cent, however, it is more relevant to indicate that evaluation has as its principal function pointing up the areas which require further practice and instruction. Ultimately evaluation in the areas of each sub-goal is achieved in successful performance of succeeding sub-goals and the final project.

1.k,l,m, n In a pencil and paper test the students will reproduce the main points of lectures on evaluating concepts, then generalize and use the criteria to evaluate a given concept.

Sub-goal 2: To generate testable hypotheses about social phenomena consistent with the scientific goals of description, explanation and/or prediction.

Competencies

2.a Differentiate between hypotheses, analytical statements, value statements and definitional statements.

2.b Identify adequate hypotheses according to given criteria.

2.c Describe and identify the components of an adequate hypothesis.

2.d Evaluate hypotheses in terms of criteria and describe how the hypotheses meet or fail to meet the criteria.

2.e Generate an hypothesis from a given data table about the relationship between variables with one variable being controlled.

2.f Identify hypotheses which are (1) consistent with given data, and (2) inconsistent with given data.

2.g Generate hypotheses consistent with given data.

2.h Link two or more hypohteses via common elements to generate a simple theory.

2.i Identify hypotheses which are consistent with a simple theory.

2.j Generate hypotheses which are consistent with a simple theory.

2.k Identify hypotheses which are in causal form.

2.l Differentiate between causal and non-causal hypotheses.

2.m Generate an explanation of probability as applied to occurrence of non-causal relationships.

2.n Identify independent, dependent, and control variables.

2.o Generate a causal hypothesis.

2.p Identify controls that are present in given research designs and describe how the controls are operative.

2.q Generate a research design in which the independent variable is controlled to demonstrate the effect in dependent variable.

2.r Differentiate among hypotheses which have only instructional value, those which may hold for single instances, and those which generalize to a larger number of randomly selected cases.

2.s Generate hypotheses with heuristic or instructional value which would be appropriate for fourth through sixth grade thought problems.

Activities and Evaluation

2.a Presentation of the characteristics of the hypothesis form of a statement as compared to analytical statements, value statements, and definitions; then trainees will sort statements into groups according to their characteristics, and given written material they will locate statements of each type.

2.b,c,d Presentation of the characteristics of an hypothesis which is logically consistent and empirically testable. Trainees will demonstrate their understanding of the characteristics by differentiating between adequate and inadequate research hypotheses, by revising sample hypotheses to make them fit the demands of logical and empirical adequacy, and by generating their own research hypotheses.

2.e,f,g Data are presented in tabular and unorganized form, and examples of hypotheses which may be generated are presented; trainees are then asked to generate further hypotheses which are consistent with the data.

2.h,i,j Presentation of the characteristics of a theory which links two or more hypotheses via common elements. Trainees are asked to identify hypotheses which are consistent/inconsistent with a simple theory, to generate their own hypotheses which would be consistent with the theory, and finally to link several hypotheses they create to form a simple theory.

2.k,l,m, n,o Presentation of the criteria required in a "causal" of classical experimental design. Trainees are then required to recall the characteristics, and to apply the characteristics in evaluating whether sample hypotheses are in causal or non-causal form, and in generating their own causal hypotheses.

2.p,q Presentation of use of control variables in exploring the nature of an observed empirical relationship between an independent and dependent variable. Trainees identify the function of various variables in a research design; they generate theoretically plausible controls to be considered in analysis of a variable relationship, and to develop alternate designs which would be required to demonstrate a causal relationship as contrasted to simply demonstrating a correlation between them.

2.r,s Presentation of the varied uses of hypotheses including those simply having instructional value, those which describe a single instance, and empirical generalizations fitting a larger number of randomly selected cases. Trainees will evaluate hypotheses in terms of their utility and generate examples which fit each type of function. In particular, trainees will be encouraged to develop hypotheses with instructional value in social science instruction at the elementary level.

Sub-goal 3: To locate and use data to evaluate and test hypotheses.

Competencies

3.a Identify descriptions from data consistent with definitions in given hypotheses.

3.b Generate possible sources of data for testing a given hypothesis.

3.c Differentiate among data items in terms of how data were gathered and correspondence between conceptual and empirical definitions.

3.d Compare outcomes of hypotheses tests with conclusions based on common sense and identify and explain discrepancies between the conclusions.

3.e Revise unsupported hypotheses for further research.

3.f Describe the relationship between supported hypotheses and other hypotheses and/or body of existing theory.

Activities and Evaluation

3.a,b,c Presentation of examples from the social science disciplines demonstrating how given a body of evidence/data, a well-formulated hypothesis can be tested in the light of evidence. Consideration is directed toward the correspondence between conceptual and empirical definitions, and the process of operationalizing variables. Trainees will be given practice in the application of the following research design steps:

(1) identification of the universe of relevant factors in relation to the hypothesis,

(2) selection, organization and manipulation of relevant variables,

(3) evaluation of the hypothesis in light of the data (description versus inference, statistical probability, predictive efficiency),

(4) revision of the hypothesis.

3.d,e,f Presentation of alternative models for interpretation of data; trainees will identify alternative methods and use each in sample research data for evaluating research hypotheses.

Sub-goal 4: To describe the implications of various outcomes of hypothesis testing for direct action.

Competencies

4.a Describe factors affecting the tentativeness of scientific knowledge.

4.b Generate alternate outcomes of hypothesis testing resulting from changes in data.

4.c Describe applicability of scientific method to problem solution.

4.d Identify and describe advantages of applications of social science process by elementary school children.

4.e Describe application of social science methods and techniques as means of evaluating means of action.

4.f Select teaching methods for a given goal through application of social science method.

4.g Identify other models or methods which provide useful frameworks for problem solving.

4.h Design research that is a continuation of a given research design, hypotheses and outcomes.

Activities and Evaluation

4.a Following a lecture the students should reproduce the major factors on a paper and pencil test.

4.b Given an hypothesis the student should name at least two possible data outcomes.

4.c Given a problem the students outline the major steps they would take in approaching it scientifically.

4.d,e On a paper and pencil test the students will reproduce the advantages to elementary children and how the methods are applied for action.

4.f Students will apply the methods to assist themselves in choosing between various possible teaching methods.

4.g On a paper and pencil test the lecture points will be reproduced.

4.h Given a research report the student will be given practice in setting up research design based on (but not replicating) the hypothesis and outcomes of the given report.

Sub-goal 5: To demonstrate how the social science process works (both ideally and practically) in regard to some specific social science disciplines, and how the process may be applied to decision making/problem solving.

Competencies

5.a Analyze social science journal articles and identify the components of social science methodology contained in each.

5.b Apply social science process to an empirical problem from two social science fields.

5.c Design research in an area of personal interest.

Activities and Evaluation

5.a Presentation of alternative schemes for evaluating research reports; trainee will apply the criteria of methodological critique to selected social science journal articles.

5.b,c Putting the entire components' instruction together, trainee will be given the task of selecting an

empirical problem from two social science fields and developing a simple hypothesis, and creating a workable research design. Trainees will be assisted in the process of this activity through the various stages, and will provide one another help in resolving problems and identifying limiting factors in the proposals. A team of instructors will apply the criteria for adequacy of research proposals to the revised and completed trainee research designs.

COMPONENT B: CHILD GROWTH AND DEVELOPMENT

General Goal

To enable students to acquire concepts in child development that are required for competent teaching.

Sub-goal 1: Knowledge of theory and research in physical development.

Competencies

1.a Describe reproductive cell division and conception.

1.b Describe the prenatal development that takes place during the period of the zygote, the period of the embryo, and the period of the fetus.

1.c Define proximodistal development and cephalocaudal development and describe the implications of these for child development.

1.d Describe the physical development that takes place during infancy, early childhood, the early school years, the intermediate school years and puberty.

Sub-goal 2: Knowledge of theory and research in emotional development.

Competencies

2.a Compare and contrast the views of John B. Watson and K. Bridges regarding the development of emotions.

2.b Describe the most common of the emotional patterns characteristically found in children and the stimuli that arouse these emotions.

Sub-goal 3: Knowledge of theory and research in perceptual development.

Competencies

3.a Describe the characteristics of visual attention in the newborn.

3.b Describe the development of perception of form, space and movement.

3.c Describe the relationship between perceptual development and motor development (i.e., perceptual-motor development).

Sub-goal 4: Knowledge of theory and research in motor development.

Competencies

4.a Describe the types of movement in infancy including reflexes and voluntary, independent locomotion, including creeping, crawling, sliding and standing.

4.b Describe the developmental progression in grasping and the development of hand preference.

4.c Describe the development of walking, running, climbing, jumping, hopping, skipping, galloping, kicking, and throwing. This should include a discussion of the relative importance of maturation and learning upon the various motor skills.

Sub-goal 5: Knowledge of theory and research in personality development.

Competencies

5.a Define "personality," and "self-concept," and discuss the relationship between the two.

5.b Describe the interrelationships between parent and child in personality. (What does the child bring to the relationship? When do differences among children first appear?)

5.c Describe how parental expectations influence personality development in children.

5.d Describe the ways in which peers influence personality development at different ages and the factors that determine popularity at different stages of development.

Sub-goal 6: Knowledge of theory and research in socialization.

Competencies

6.a Describe the role of the family (including mother, father, brothers and sisters) in socialization.

6.b Describe the role of the school in socialization.

6.c Describe the role of the peer group in socialization.

Sub-goal 7: Knowledge of theory and research in moral development.

Competencies

7.a Describe the cognitive-development approach to moral development as advanced by Piaget.

7.b Describe the role of identification in moral development as advanced by Freud.

7.c Describe the types of discipline, such as love withdrawal and physical punishment, how they are used by parents, and possible consequences.

Sub-goal 8: Knowledge of theory and research concerning the development of attitudes and values in children.

Competencies

8.a Describe the role of the home, the school, and society in the development of attitudes and values.

Sub-goal 9: Knowledge of physical development in the middle-grade child.

Competencies

9.a Describe the physical development of the middle-grade child and the factors that influence it.

9.b Describe the ways in which physical development affects the social, emotional and intellectual development of the middle-grade child.

Sub-goal 10: Knowledge of emotional development in the middle-grade child.

Competencies

10.a Describe the emotional development of the middle-grade child and the factors that influence this.

10.b Describe the ways in which emotional factors affect the social and intellectual development of the middle-grade child.

Sub-goal 11: Knowledge of perceptual development in the middle-grade child.

Competencies

11.a Describe symptoms of perceptual development in the middle-grade child.

11.b Describe the effects of perceptual problems on social and academic development.

Sub-goal 12: Knowledge of motor development in the middle-grade child.

Competencies

12.a Describe the motor development of the middle-grade child, factors causing individual differences in motor development, and how these factors influence social development

Sub-goal 13: Knowledge of personality development in the middle-grade child.

Competencies

13.a Describe the factors that influence personality development in the middle-grade child, including the influence of family, peers, school and society.

13.b Describe the factors that influence the popularity of the middle-grade child.

Sub-goal 14: Knowledge of the socialization process as it influences the middle-grade child.

Competencies

14.a Describe the role of the family (mother, father, brothers, sisters) in socializing the middle-grade child.

14.b Describe the role of the peer group in socializing the middle-grade child.

14.c Describe the role of the school in socializing the middle-grade child.

Sub-goal 15: Knowledge of moral development in the middle-grade child.

Competencies

15.a Describe the ways in which middle-grade children view such factors as right and wrong, blame, guilt, etc.

15.b Describe the ways in which middle-grade children view particular types of punishment.

Sub-goal 16: Knowledge of attitudes, values and interests of the middle-grade child.

Competencies

16.a Describe factors that influence the attitudes and values of the middle-grade child.

16.b Describe the types of interests that characterize middle-grade children.

Sub-goal 17: Knowledge of theory and research in language development.

Competencies

17.a Name the pre-speech types of vocalization and discuss their value, if any, to the development of actual speech.

17.b Describe the nature of first words spoken by children and the problems associated with identifying first words; define "holophrastic" and explain its relationship to language development.

17.c Describe the nature of two-word utterances; compare Braine's technique of analyzing two-word utterances with the technique employed by Bloom.

17.d Name and describe the stages in the development of negation.

17.e Describe the syntactical development of the child of five.

17.f Describe the syntactical development of the child from five through six years of age.

17.g Name and describe the types of questions asked by children.

17.h Name the two major theoretical positions regarding language development, and will be able to tell how they differ from each other, what the major contentions of each are, and what evidence there is to support the views of each theory.

17.i Define "elaborated code" and "restricted code" as developed by Bernstein; describe the types of families in which the two codes are developed according to Bernstein and describe the "discontinuity" between home and school that supposedly results for the child who comes from a home where the restricted code is used.

17.j Describe the influence of socio-economic class upon language development; compare and contrast the deficiency hypothesis with the difference hypothesis, giving examples of the evidence upon which each is based and the influences of each upon educational procedures and/or policies.

Sub-goal 18: Knowledge of theory and research in cognitive development.

Competencies

18.a Name and describe the types of cognitive development that are common to the following periods and will be able to state the approximate ages when these occur:

a. the sensorimotor period
b. the preoperational thought period
c. the concrete operations period
d. the formal operations period

18.b Name and describe the nine points developed by Elizabeth Hurlock regarding concept development in children.

18.c Describe Bruner's views and compare and contrast the views of Bruner, Hurlock, and Piaget.

18.d Compare and contrast the implications of the views of Piaget and the views of Bruner for the educational process.

18.e Describe the evidence regarding the role of early stimulation in cognitive development as viewed by J. McV. Hunt.

Sub-goal 19: Knowledge of theory and research concerning motivation.

Competencies

19.a Describe the distinction between "motive" and "drive" as presented by Kagan.

19.b Describe the relationship between motives and behavior as presented by Kagan.

19.c Describe the concept of achievement motivation, including the origin of achievement motivation (the types of training that supposedly bring it about), the ways in which achievement motivation is expressed, the consequences of achievement

motivation, and the ways in which schools encourage or inhibit achievement motivation.

19.d Describe the issues concerning the teacher's role in motivating students.

Sub-goal 20: Knowledge of theory and research concerning creativity.

Competencies

20.a Describe the nature of creativity and how "convergent" thinking differs from "divergent" thinking.

20.b Describe the various measures of creativity developed by Torrance.

20.c Describe the research that has been done concerning the relationship between creativity and I.Q. as described by Byrne in An Introduction to Personality.

20.d Describe the characteristics of a creative person as presented by Byrne in An Introduction to Personality.

20.e Describe the ways in which creativity can be fostered as viewed by Torrance.

20.f Describe the relative merits of creativity and conformity in various situations.

Sub-goal 21: Knowledge of language development in the middle-grade child.

Competencies

21.a Describe the types of language development that take place during grades 4, 5, and 6.

21.b Describe the problems faced by the middle-grade child who speaks a non-standard dialect and the types of instruction that have been recommended for reducing the problems.

21.c Describe the educational problems that are encountered by the middle-grade child who is limited to the use of a "restricted code."

Sub-goal 22: Knowledge of cognitive development in the middle-grade child.

Competencies

22.a Describe the characteristics of cognitive development in the middle-grade child.

22.b Describe the differences among children of different socioeconomic levels in cognitive functioning and the factors that contribute to those differences.

22.c Describe those activities that are designed to improve the cognitive skills of the middle-grade child.

Sub-goal 23: Knowledge of motivation in the middle-grade child.

Competencies

23.a Describe the ways in which motivation is manifested in the various types of behavior exhibited by middle-grade children.

23.b Describe the ways in which the teacher can channel the motivation of the middle-grade child into the desired types of learning behavior.

Sub-goal 24: Knowledge of creativity in the middle-grade child.

Competencies

24.a Identify the ways in which creativity manifests itself in the middle-grade child according to Torrance.

24.b Describe various ways of fostering creativity in the middle-grade child according to Torrance.

Activities

a. Read from books and periodicals in a bibliography that will be supplied.

b. Attend lectures and small group discussions.

c. Engage in panel discussions designed to develop the trainee's abilities to evaluate the materials that are studied.

d. Develop a sociogram using students in a middle-grade classroom. Interpretations and conclusions based upon observations within the classroom will be made.

e. Develop and administer a questionnaire designed to measure the attitudes and values of middle-grade children.

f. Administer an interest inventory to a class of middle-grade children. The trainee will then compare the results he obtained with the literature discussing the interests of middle-grade children.

g. Weigh and measure children at various grade levels. The trainee will compare the height and weight of middle-grade children with the height and weight of younger and older children. Individual differences across the grades will be noted.

h. Observe middle-grade children during physical education periods in order to see the individual differences that exist in motor development and coordination.

i. Teach a game or skill involving motor activity at each of the middle grades. Motor development and coordination at the several grades will be compared.

j. View a series of videotapes featuring University of Illinois students interviewing pre-school children using Piagetian-type interviews.

k. Observe middle-grade students who are engaged in creative activities. The trainee will try to identify those children who are most successful in this activity and those factors that contribute to this success according to the views of Torrance.

l. Use Piagetian-type interviews with both pre-school and middle-grade children and compare the results.

m. Use a tape recorder to gather samples of children's speech at various age levels and various situations. These samples will be analyzed and discussed.

n. Develop and carry out own experiment that will be designed to measure morphological and syntactical development in middle-grade children.

o. Use the cloze procedure with middle-grade children in order to measure their comprehension of various types of language.

p. Work with middle-grade children using a variety of "motivation techniques" in order to evaluate the effectiveness of various techniques with children.

q. Provide an opportunity for middle-grade children to engage in a creative activity and supervise them during this activity. The trainee will evaluate the effectiveness of the techniques that he used in trying to elicit creativity from the children.

Evaluation

The evaluation procedures are implied by the competencies under each sub-goal.

COMPONENT C: PHILOSOPHICAL FOUNDATIONS OF EDUCATION

General Goal

This is a course in the philosophy of education which emphasizes those aspects of the field which are particularly appropriate to the social sciences. Its approach is analytic and though it draws on philosophy of language, philosophy of social science, and speech-act theory, it does so in a way which is complementary to, though quite different from, social science methodology.

A. The three main skills in this kind of critical thinking are called conceptual analysis, logical analysis, and speech-act theory. In conceptual analysis, the focus is on the analysis of the logical relations among concepts. Examples of such concepts which have such logical relations are the concepts of teaching, training, conditioning, indoctrinating, and instructing. In logical analysis the focus is on the analysis of arguments. For example, is the conclusion of an argument consistent with its premises? What can be deduced from a set of premises? Emphasis here is placed on having the student master the argument forms and fallacies associated with the notions of necessary conditions and sufficient conditions. In speech-act discrimination, the focus is on sorting out different kinds of statements, questions, descriptions, etc. For example, sometimes we find prescriptions where what was attempted was a description. These kinds of philosophical thinking are important for social science specialist teachers to know about because the distinctions and arguments used are pervasive throughout social science, education and indeed, all disciplines. This course proposes to make them explicit and foundational.

B. These general objectives for developing philosophically foundational tools will be described below in terms of the more specific skills of which they are composed. It is not expected that the student will master these skills at the level of a philosopher of science, a philosopher of education, or a sophisticated social science methodologist. Rather the student must be able to do some of the simple and routine tasks of analysis that any good teacher should be able to do, and he should be particularly practiced in applying these skills to problems specific to social science and education.

Sub-goal 1: Conceptual Analysis

The social science specialist teacher should be able to recognize when a question of concept arises, and he should be able to clarify it.

Definition: A concept in ordinary language is the locus of inferences permitted by a term. (Note: This definition differs from the social science definition of concept, but because the two definitions are characterizing different things, not because one is wrong and the other right.)

Competencies

1.a Identification of questions of concept

In readings, lectures, and discussions it will be shown how concepts may be interrelated with one another so that the criteria for their application are not at all clear. A simple example is the question "To what extent is education a political question?" To answer that requires an analysis of "education" and "political." It is not primarily a value question or an empirical question, but a conceptual question. A student's skill at recognizing conceptual problems will be heightened by having him sort out value questions like "Is our present system of allocation of funds to elementary education fair?" and empirical questions like "Does California allocate funds to elementary education the way Illinois does?" from conceptual questions such as "Does extra funding for ghetto education provide for equality of educational opportunity?" This latter question requires clarification of the concepts of equality.

1.b Identification of vagueness and ambiguity in concepts

Lectures and reading should make clear that many concepts in education and the social sciences are vague or ambiguous or both. The problem in social science, of course, is to limit the concept in some way which will allow scientific investigation of phenomena and at the same time

make sure that the way a concept is limited doesn't render it useless. For example, "culturally deprived" covers a continuum of uses in ordinary language. When the social scientist specialist teacher sees the need to operationalize such a concept, he needs to have a conceptual map of the ordinary language concept as a background to the specification he is going to make.

1.c The elimination of vagueness and ambiguity in concepts

The goal here is to enable the student to eliminate vagueness and ambiguity in concepts where either or both cause confusion or are in some other way a problem. The student should be able to eliminate vagueness and/or ambiguity through specification.

1.d The mapping of concepts

The student should be able to trace the logical interrelation of concepts so that he explains what their relationships are. To this end he needs the technical skills of being able to isolate model cases, related cases, borderline cases and invented cases of any given concept or set of concepts. As an example, the concept "teaching" is interesting and complex. Paradigms are "teaching that....," "teaching the ...(principle)," "teaching how to....," and "teaching to...." Related cases are brainwashing and telling. Indoctrinating and (perhaps) certain forms of conditioning are borderline cases. An invented case might be one in which we imagine being asked to teach something to someone with the proviso that we not be allowed to tell him anything.

Sub-goal 2: Logical Analysis

The social science specialist teacher should be able to recognize and to analyze arguments and argument fallacies in social science and in education. The following are examples of the kinds of arguments and fallacies he will be able to recognize to analyze. These are the arguments and fallacies which necessarily

arise in a thorough explanation of the concepts "necessary conditions," "sufficient conditions" and "necessary and sufficient conditions." (In the conditional statement if p, then q what is being claimed is that the truth of the antecedent is a sufficient condition for the truth of the consequent, and the truth of the consequent is a necessary condition for the truth of the antecedent.) These concepts, when applied in conditional reasoning to form arguments, illustrate part of the basic logic of science.

Competencies

2.a The student should be able to recognize the following fallacies and valid arguments.

a. Valid arguments:

(1) Modus Ponens

$$\begin{array}{l} p \longrightarrow q \\ \underline{p \qquad} \\ \therefore \quad q \end{array}$$

(2) Modus Tollens

$$\begin{array}{l} p \longrightarrow q \\ \underline{\qquad \sim q} \\ \therefore \sim p \end{array}$$

b. Fallacies:

(1) Asserting the consequent

$$\begin{array}{l} p \longrightarrow q \\ \underline{\qquad q} \\ \therefore p \end{array}$$

(2) Negating the antecedent

$$\begin{array}{l} p \longrightarrow q \\ \underline{\sim p \qquad} \\ \sim q \end{array}$$

This does not exhaust what will be done under the category of Logical Analysis, but serves only as an example. The logic of explanation is another topic for this part.

Sub-goal 3: Speech Act Discrimination

The social science specialist teacher will be able to recognize different kinds of simple speech acts such as informative statements, commands, promises, questions, value judgments, predictions and mixed statements. He will also be able to demonstrate by what criteria each kind of statement should be judged. The four basic sub-units will be the following:

a. Informative language

(like "All students are lazy," or "All teachers like children.")

b. Directive language

(like "Obey the rules," or "Don't just name something you are trying to explain.")

c. Emotive language

(like "McGovern is a good man," or "Up with people.")

d. Mixed language

(combinations of the above such as we find on the editorial page of the newspaper)

Sub-goal 4: The application of philosophical skills to problems in education

This part of the course is to be problem-centered rather than subject-centered. Students will work either in groups or individually on problems in education and/or the social sciences under the guidance of the teacher. Problems could be studied broadly or narrowly according to the interests of the students.

Example:

Let us take a general question of how to implement one of our stated national goals for education: "How do we provide for equality of educational opportunity?" Trying to answer such a question would involve using skills and knowledges from all the social sciences plus the skills of critical thinking which are part of this course. There are, for example, conceptual problems over whether equality means sameness or fittingness or both. These are economic problems having to do with how funds are allocated to schools. There are problems having to do with regional geography, political values, stratification, individual differences, and family organization, to state but a few. A student could select a "piece" of the general question above and show what would be involved in getting the kinds of information needed to come to some helpful generalizations about it.

Activities

A class will meet three times a week for a semester. The main instructional thrust will be lecture, reading and discussion. A good deal of latitude will be provided for when the application of critical thinking and social science methodological skills to an actual problem is begun. Various media might be used to present and summarize data and actual field experience. For example, if a student were trying to investigate the notion of "identify" as part of trying to understand the ghetto culture and the place of education in it, he might want to use tapes and slides to illustrate his presentation.

Evaluation

Multiple choice mastery tests are available for the logical discrimination skills that the students have been asked to master. The criterion level is 80%. The other two kinds of critical thinking skills are better tested through essay examination and/or papers in which the student is supplied with an example of a conceptual confusion or a speech-act error and is directed to an analysis of the problem. A criterion for an adequate essay examination item is that it provide an opportunity to demonstrate the

skill studied.

Personnel Requirement

One specialist to receive credit for a three semester hour course.

PHASE II: INTEGRATING EXPERIENCE

Overview

Phase II encompasses a two-year period of time, extending from the sophomore through junior years of undergraduate study. It is composed of seminars, group projects and independent study in the social sciences, and education seminars in association with the related activities of classroom observation, clinical teaching and self-instruction. In addition, during this phase the student will be enrolled in the bulk of the regular social science courses in his four-year program as well as special courses in child growth and development, reading methods, and middle grade social studies curriculum. The semester by semester course sequence is indicated in the chart below.

Component	Year	Sem.	Credit	Team Composition
A. Social Science Seminar				
1. Perspective	Soph.	First	3 sem. hrs.	1 Social Scientist
2. Group Projects	Soph.	Second	3 sem. hrs.	2 Social Scientists 1 Educationist
3. Independent Study	Jun.	First	3 sem. hrs.	3 Social Scientists
B. Applied Classroom Experiences				
1. Self-Instruction (Methods)	Soph. & Jun.	First & Second	9 sem. hrs.	Clinical Teaching Team & 1 Psych.
2. Teaching Clinic				1 Educ., 1 Soc. Sci. 1 Psychologist
3. On-going Seminar				Clinical Teaching Team
C. Clinical Observation	Soph.	First	3 sem. hrs.	1 Educationist--Child Growth 1 Educ. Coordinator 1 Psych.--Consult.
D. Middle Grade Social Science Curriculum	Jun.	First	4 sem. hrs.	1 Educationist
E. Reading Methods	Soph.	Second	3 sem. hrs.	1 Educationist

Sophomore Year		Junior Year	
First Semester	Second Semester	First Semester	Second Semester
Social Science Seminar--Perspectives (3 sem. hours)	Social Science Seminar--Group Projects (3 sem. hours)	Social Science Seminar--Independent Study (3 sem. hours)	Workshop: Clinical Testing of Teaching Kit Materials (3 sem. hours)
Clinical Observation (3 sem. hours)	Reading Methods (3 sem. hours)	Social Science Curriculum--Middle Grades (4 sem. hours)	

↑ ↑ ↑ ↑ Concurrent Experiences with Phase III

	Applied Classroom Experiences (9 semester hours) 1. Self-Instruction Laboratory 2. Teaching Clinic 3. On-going Seminar	

← Regular Social Science Courses →

It is during Phase II that each candidate will have continuous opportunities to teach under clinical conditions of instruction and supervision. By the end of the Phase II period, each candidate will have demonstrated competencies in utilizing and applying several methods of teaching in middle grade classroom instructional settings, and will have achieved minimal proficiency in the basic instructional skills of set, pacing and closure before graduating into Phase III of the program.

The emphasis of Phase II is on performance and application of principles learned in Phase I. The overall purpose of this phase is to move the trainee from the theoretical to the applied level within the social sciences and teaching. The theme of this phase is making the learning experience as functional as possible in terms of the neophyte's academic and instructional preparation. This is implemented in the social science seminars through the use of the social science method to assess similarities and differences in regular social science course work, through observation and analysis of group and faculty performances in

problem-solving and simulations, and through individual research projects. The trainees' skill in applying social science methodology thus progresses from observation and assessment of others' performances to group application of the method to individual research.

In a similar manner, the education seminars seek to develop performance and application skills based on the knowledge gained in Phase I. This is implemented in a developmental sequence in which the trainee progresses from the observation and analysis of actual fourth, fifth, and sixth grade classes to the teaching of mini-lessons to small groups to the teaching of maxi-lessons to whole classes. Emphasis is placed on self-instruction and peer group analysis in seminar. At the end of this process, the trainee is expected to be fully prepared for student teaching with a broad acquaintance with teaching methods, materials, and capabilities of children in the fourth, fifth, and sixth grades as evaluated by the coordinating team. Any trainee unable to achieve minimal standards of performance would be recycled through that part of the program for additional training before entering into Phase III.

Organizing Structure

The supervision of Phase II rests with a coordinating team of one full-time social scientist and one full-time educationist with a background in social science. They will work with the advice of a resource committee comprised of themselves plus six additional social scientists. One social scientist will be chosen from each of the seven social science disciplines. This committee will supply the manpower for demonstrations and projects for the social science seminars, serve as an evaluating board for independent projects, and serve as consultants individually and as a group as needed in both the social science and education seminars. Many of the units of these seminars will be team taught even when the activity is officially under the direction of only one instructor. The composition of the official instruction teams for each component of Phase II is indicated in the second preceding chart. The resource committee will also advise trainees on their programs especially with reference to their social science electives. The professional educator will be in charge of the education seminar and clinical teaching sequence which continues throughout this phase.

Interdisciplinary Aspects of Phase II

An integral part of Phase II is the cooperative nature of the program. In order to maximize the translation of what has been learned in the academic segment, and expedite the transmission into operational lessons for the intermediate grade pupil, a close cooperative relationship must exist between the disciplinarians conducting the social science seminar and the educationists operating the teaching clinic during this phase.

As conceived, the teaching clinic would parallel the time period in which the social science seminar would be conducted. The social science seminar would be clarifying and analyzing current issues and problems from the various viewpoints of the social science disciplines. The teaching clinic would be designed to provide instructional opportunities for the trainee to translate what he has learned in the seminar into teachable lessons and units with intermediate grade pupils. The purpose of the teaching clinic is to provide each trainee with instruction in how to use a variety of techniques in both the didactic and inquiry modes of instruction and to acquire proficiency in the use of these methods before proceeding to Phase III.

Some specific interrelationships may be indicated. For example, the content of the Social Science Seminar II: Group Projects, must provide a basis for the subject matter of the mini-lessons being taught by the trainees in the teaching clinic. Such mini-lessons will be taught in the inquiry mode as an example of social science methodology. Disciplinarians from the resource committee will be called upon as their expertise is needed to help evaluate these mini-lessons. The primary responsibility for evaluation, of course, rests with the educationist, psychologist, and social scientist on the clinical teaching team.

A similar correspondence of content must occur during the independent study in social science and the maxi-lessons of clinical teaching the first semester of the junior year. Again, the subject matter for the maxi-lessons must cover social science content. Disciplinarians from the resource committee may be called upon to aid in the evaluation of these lessons according to their expertise as requested by the clinical teaching team.

The assignment of the preparation of a unit plan may be expected in the education seminar during the first semester of the junior year. Such units will be evaluated by both educationists and social scientists on the team and they may be circulated to the resource committee for additional screening.

The interdisciplinary aspect of Phase II is thus promoted by a basic application of orientation in both disciplinary and professional components, by a correspondence of subject matter in that the efforts of clinical teaching and related activities is to provide a means of translating the content of the social science seminar to middle grade pupils, and, in that much of the teaching is conducted by teams composed of educationists and social scientists.

The Social Science Integrating Experiences

It is the purpose of the Integrating Experience to further trainees' understanding of the interrelationships between the respective social sciences and to provide the trainees with guided practical experience in applying the scientific method in social situations. The rationale for a separate integrating experience rests in the nature of traditional discipline course work. Historically, such course work has been highly compartmentalized, each discipline emphasizing its own jargon and conventional wisdom giving little attention to how the discipline knows what it knows and less to the interdependence on the other disciplines. Such courses give unfortunate models for the prospective teachers. If interrelationships are not to be left to chance, a specific experience designed for detailing those interrelationships must be provided.

COMPONENT A: SOCIAL SCIENCE SEMINAR

PART I: MULTI-DISCIPLINARY PERSPECTIVES

General Goal

To understand the interrelationships among the methods and concepts of the respective social science disciplines.

Sub-goal 1: To reaffirm the methodological approach of Phase I so that the trainee is able to perform the following tasks:

a. Understand the concept of a "concept" sufficiently that:

(1) Given two sets of inanimate objects (e.g., check, money order, a dollar bill versus a bond, savings account book) he could name a concept which could be used to classify them into the two groups.

(2) Given the same two sets of inanimate objects, he could name another concept which would include all the items.

Activities: (1) Instructor lecture review of material on concepts from Phase I followed by seminar discussion of material. (2) Actual practice in manipulating concepts with inanimate objects. (3) Discussions of particular concepts such as the concept saving. Does saving include hoards in the cookie jar? Does it matter whether the user of the concept is a banker or an economist?

Sub-goal 2: Generate testable hypotheses sufficiently well that:

a. Given a table of data he can generate three hypotheses consistent with it.

b. Given a set of assumptions and a conclusion he can reach the conclusion deductively from the assumption.

Activities: (1) Instructor lecture review of material on hypothesizing from Phase I followed by seminar discussion of material. (2) Presentation of simple research problems by disciplinarians using different kinds of data and illustrating inductive versus deductive approaches. (3) Practice by trainees in generating hypotheses from sets of data and sets of assumptions.

Sub-goal 3: Understand hypothesis testing sufficiently that:

a. Given an hypothesis he could describe the kind of data needed to support it.

b. Given an hypothesis he could describe the kind of data needed to reject it.

c. Given an hypothesis, he could state an implication of it and kinds of data needed to test the implication.

Activities: (1) Instructor led lecture/discussion of material on hypothesis testing from Phase I. (2) Presentation by disciplinarians of accepted hypotheses in their fields which were later rjected or modified and a description of the evidence on which these developments occurred. (3) Group practice in performing 3(a,b,c) on sample problems.

Sub-goal 4: To recognize the similarity in methodology and interrelatedness of conclusions within the discipline courses in the social sciences such that the trainee can perform the following tasks:

a. Identify a concept and an hypothesis from a social science course in which he is currently enrolled.

b. Explain a concept and an hypothesis from his social science course work such that his peers who have not had a course in that subject are satisfied as to their meaning.

c. Indicate how the hypothesis in a and b was reached, i.e., upon what evidence is it based.

d. Describe the kind of evidence which could cause modification or rejection of the hypothesis in a, b, and c.

e. Describe how the hypothesis and its implications might be used to better understand a topic in current events.

f. Distinguish differing meanings of the same word in different disciplines (e.g., scarcity, power, demand, exploitation) sufficiently to define them and apply them in the analysis of hypothetical social problems.

g. Identify the same concept in differing disciplines referred to by different names (e.g., enculturation and socialization) such that given an explanation of a concept he can label it with two or more names.

h. Given a model from one of the disciplines (e.g., analysis of consumer expenditures from economics), he can state assumptions which depend upon other disciplines (psychology and sociology in the example above).

Activities: (1) Seminar discussions and/or brief papers on objectives a-g. It is hoped that during such discussions of a-e, f and g can be met in that the trainees will have different social science course backgrounds and may therefore recognize concepts described as from an unfamiliar discipline to also be from a familiar one (perhaps with a different name). Similarly, the same names with different meanings may appear in the discussion to include these. (2) Disciplinarian presentation of models which will be assessed as to their ramifications on some other disciplines by a panel of other disciplinarians. (3) Practice in groups and individually on sample items from objectives a-h.

Evaluation: Implicit above.*

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*It should be noted that the evaluation of this section involves more subjectivity than prior items and requires a consensus by the team and greater preparation of evaluative instruments and procedures.

Sub-goal 5: To recognize the distinguishing features of the respective social sciences which make them separate disciplines sufficiently well that the trainee can perform the following tasks:

a. State the major thrust or focus of each of the disciplines (i.e., phenomena investigated, questions posed, concepts used, etc.) in a way which is satisfactory to a disciplinarian in that field.

b. Understand the way in which a discipline orientation can affect research methods (kinds of problems studied, kinds of questions asked, kinds of evidence looked for) such that given a specific social phenomenon he can:

(1) State the most and least likely disciplines to be concerned with it and explain why he made his choices to the satisfaction of his peers and the team.

(2) State discipline oriented hypothesis for its explanation.

(3) Explain a method or procedure for each of two disciplines in testing the same hypothesis as an explanation of the pnehomenon.

Activities: (1) Capsule overviews of the disciplines by practitioners of them followed by discussions/questions. (2) Practice in sample items from b in teams or as a group. (3) Role playing in sub-groups as disciplinarians in which a specific current event is examined from the point of view of one discipline by a group and defended as that discipline's province against claims that it should be analyzed from the point of view of the other groups' disciplines. It is intended that the value of an interdisciplinary approach will emerge from such confrontations.

COMPONENT A: SOCIAL SCIENCE SEMINAR

PART II: GROUP RESEARCH PROJECTS

General Goal

Similar to that stated for "Perspectives" part, i.e., further refinement and application of social science thinking skills acquired in Phase I and in concurrently-taken social science courses in the completion of a group research topic. Such an exercise would also provide a possible model for fourth to sixth grade classroom activities, and experience in goal-directed group dynamics.

Sub-goal 1: To utilize social science knowledge in formulating and completing a group research project.

Competencies

Through group decision processes and under close faculty supervision:

1.a Select a relevant and researchable topic.

1.b Formulate an appropriate and technically sound research design.

1.c Identify, assign, and administer the effective completion of sub-tasks by individual students.

1.d Prepare an integrated report of findings and conclusions.

Individual students, under group and faculty supervision, would:

1.e Initially, present useful reports on possible topics, methodological issues in design formulation, and data collection problems.

1.f Collect and analyze data consistent with the research design.

1.g Summarize data and draw warranted conclusions to be included in the final group report.

COMPONENT A: SOCIAL SCIENCE SEMINAR

PART III: INDEPENDENT STUDY

General Goal

To provide the student with his initial experience in independently developing a research problem, designing and executing a research strategy, and in translating "live" research into a planned classroom lesson.

Developing the Research

The independent study part of Component A in Phase II is the point at which the student is asked to personally integrate the scientific method, discipline concepts, and data gathering techniques into an integral package of his own design. This he will do with the advice and supervision of a research committee consisting of a chairman and two other faculty members. This committee will be recruited by the student himself. The advisory committee will be selected from the seven-person committee overseeing the entire Phase II experience. The student's three-person advisory committee will judge the adequacy of the research proposal on the basis of internal logic, data availability, and available time for the completion of the work. Once the proposal is judged acceptable, the student will be cleared to proceed with independent research.

The range for possible research projects should be as wide as the potential of the social sciences and the data available to the students. Research projects should be problem-oriented--not discipline oriented. Methods and techniques from at least two social sciences should be central to the project.

Sub-goal 1: To produce a research proposal

Competencies

1.a Generate a research problem based on a logical rationale

1.b Prepare an hypothesis within the context of a problem-solving framework.

1.c Outline a methodology appropriate to the hypothesis.

Sub-goal 2: To defend a research proposal.

Competencies

2.a Ability to defend and modify proposed research in the face of academic scrutiny.

Executing the Research

The student's research will continue to involve his advisory committee. It is expected that the research project be of such a scope as to be completed during the course of a single semester. The research itself may be conducted on or off the campus.

Sub-goal 3: To acquire the ability to gather and assemble necessary social science data in usable forms.

Competencies

3.a Ability to locate and use "stored" data (libraries, records offices, data banks, etc.).

3.b Ability to gather and use "live" data.

Sub-goal 4: To acquire the ability to process social science data.

Competencies

4.a Use of appropriate manual and mechanical data processing techniques for the purpose of synthesis.

Preparing Research Report

In the final four weeks of his junior year, the student will be required to submit a brief research report. Once the report is accepted by his advisory committee it will be presented in the form of a short oral paper before the full Phase II committee, the other independent study students, and those students involved in the Phase II seminars. Following the oral presentation, questions may be raised. A defense may be called for.

The Phase II committee will submit individual evaluations of the student's work. The evaluation form employed by the committee will concentrate on such points as problem development, data usage, research strategy, internal logic, etc. In other words, evaluational criteria at this point will be primarily discipline oriented. In conjunction with this, however, it is suggested that the student's independent study material also be used in the professional sequence. Perhaps a teaching plan related to the research could be prepared for those faculty members working most closely with the student in the professional strand. Here the research finding could be translated into classroom terms. Calling on his preparational skills, the student could also teach his findings to peers or in a micro-teaching experience. In either case, the independent research should be made relevant to continued work in Phase III.

Sub-goal 5: To acquire skill in social science writing.

Competencies

5.a Write a research report in a clear and concise form.

5.b Use of appropriate graphic and illustrative materials in report presentation.

Sub-goal 6: To be able to think of research in terms of classroom lessons.

Competencies

6.a Sensitivity toward task of translating field-research into classroom uses.

COMPONENT B: APPLIED CLASSROOM EXPERIENCES

General Goal

To further trainees' understanding of the interrelationships between the respective social sciences and to provide the trainees with guided practical experience in applying the scientific method in social situations.

Sub-goal 1: To acquire proficiency in using the three basic instructional skills of Set, Pacing and Closure in teaching social studies concepts to intermediate grade pupils.

Code*	Competencies for Set	
100	1.a	Given a microteaching lesson to prepare and teach the trainee will give evidence of utilizing appropriate motivational techniques to stimulate active pupil interest and involvement in the topic.
110	1.b	Given a microteaching lesson to prepare and teach the trainee will demonstrate, through use of such techniques as pretesting, questioning, etc., that he has attempted to assess what pupils already know about the topic.
120	1.c	Given a microteaching lesson to prepare and teach the trainee will communicate clearly to pupils the purpose of the lesson.
130	1.d	Given a microteaching lesson to prepare and teach the trainee will develop any necessary understandings of time and place.
140	1.e	Given a microteaching lesson to prepare and teach the trainee will introduce vocabulary as needs arise or in anticipation of pupil needs.

*The trainee will achieve a minimum overall rating of three (fair) on the performance scale designed for the skill of establishing set.

150	1.f Given a microteaching lesson to prepare and teach the trainee will select instructional materials which are relevant, easily viewed or heard, and safe.
	1.g Given a microteaching lesson to prepare and teach the trainee will utilize instructional materials for appropriate learning tasks and will display or use them so that all can see, hear and/or touch.
Code*	Competencies for Pacing
200	1.h Given a microteaching lesson to prepare and teach the trainee will take the pupil through a series of experiences based on such logical and/or psychological organizational procedures as concrete to abstract, simple to complex, chronological order.
200	1.i Given a microteaching lesson to prepare and teach the trainee will select and utilize materials that are appropriate for the organizational procedure used.
210	1.j Given a microteaching lesson to prepare and teach the trainee will exhibit sensitivity to pupil feedback by acknowledging pupils' contributions by building on their background experiences and by incorporating and expanding on their ideas.
220	1.k Given a microteaching lesson to prepare and teach the trainee will give evidence of determining whether the pupils have a clear understanding of the concept, principle or skill, by questioning, by manipulating material, by demonstrating, etc.
230	1.l Given a microteaching lesson to prepare and teach the trainee will reteach the concepts, principle, and/or skill, when he recognizes a need on the part of individuals or the entire group.

*The trainee will achieve a minimum overall rating of three (fair) on the performance scale designed for the skill of pacing.

SET

METCALF LABORATORY SCHOOL
ILLINOIS STATE UNIVERSITY
TEACHING SKILL--PERFORMANCE SCALE

Participant Teacher_____
Date_____
Evaluated By_____

OBJECTIVE OF THIS ASSESSMENT TASK:

To observe and to rate teacher behavior in terms of the skill of establishing a set in preparation for teaching a lesson that introduces a concept, principle, skill, and/or appreciation.

DEFINITION OF SET INDUCTION:

The term "set" refers to the establishment of psychological and cognitive rapport between pupils and teacher in order to secure immediate, productive, and positive involvement in the lesson. An effective set usually results in a group commitment to the goals of the lesson.

FOCAL QUESTION:

How well does the teacher orient the pupils to the concept, principle, skill, and/or appreciation in the first few minutes of the lesson?

Description of teacher behavior exhibiting skill proficiency in "establishing set." The TEACHER:	Code	Description of teacher behavior exhibiting skill deficiency in "establishing set." The TEACHER:
stimulates active pupil interest in the topic.	100	proceeds without successfully stimulating pupil interest in the topic.
locates pupils on learning line. (Assesses what they already know about the topic to be taught.)	110	begins lesson with little or no feedback from the students as to their present knowledge related to the topic.
clearly demonstrates the purpose of the lesson.	120	does not provide for a clear purpose of the lesson.
when necessary develops an understanding of time and place.	130	ignores the need to develop the concepts of time and place.
develops new vocabulary necessary to understanding.	140	does not develop necessary vocabulary.
selects and uses instructional materials effectively.	150	makes poor selection and/or use of instructional material.

Overall Rating:

(High) 1 | 2 | 3 | 4 | 5 (Low)

Lesson involved a concept - principle - skill - appreciation.
(Please circle the appropriate one(s))

COMMENTS:

PACING

METCALF LABORATORY SCHOOL
ILLINOIS STATE UNIVERSITY
TEACHING SKILL--PERFORMANCE SCALE

Participant Teacher_____
Date_____
Evaluated By_____

OBJECTIVE OF THIS ASSESSMENT TASK:

To observe and to rate teacher behavior in terms of the skill of pacing a lesson that introduces a concept, principle, skill, and/or appreciation.

DEFINITION OF PACING:

Pacing refers to the development of the body of a lesson and not to the tempo or rate. During pacing the concepts, principles or skills are introduced and opportunities for practice and application are provided. The response of the teacher to pupil reaction and performance is also a primary concern.

FOCAL QUESTION:

How well does the teacher develop and reinforce the concept, principle, skill, and/or appreciation in terms of the stated objectives?

Description of teacher behavior exhibiting skill proficiency in "pacing."	Code	Description of teacher behavior exhibiting skill deficiency in "pacing."
The TEACHER:		The TEACHER:
uses appropriate organization (simple to complex, concrete to abstract, sequential, etc.)	200	has no apparent organization; lacks logical progression.
demonstrates flexibility in terms of pupil feedback.	210	ignores pupil feedback and/or insists on maintaining original plan.
determines that pupils have a clear understanding of concept, principle, skill, and/or appreciation.	220	fails to determine pupils' comprehension of concept, principle, skill, and/or appreciation.
re-teaches concept, principle, or skill as needed by group or individuals.	230	makes no provision for re-teaching when need has been identified.
provides for necessary or meaningful application of a concept or principle or for the practice of a skill.	240	does not provide for necessary or meaningful application of concept or principle or for the practice of a skill.

Overall Rating:

(High) (Low)

1	2	3	4	5

Lesson involved a concept - principle - skill - appreciation.
(Please circle the appropriate one(s))

COMMENTS:

Revised Form: August, 1972

CLOSURE

METCALF LABORATORY SCHOOL
ILLINOIS STATE UNIVERSITY
TEACHING SKILL--PERFORMANCE SCALE

Participant Teacher_____
Date_____
Evaluated By_____

OBJECTIVE OF THIS ASSESSMENT TASK:

To observe and to rate teacher behavior in terms of teaching skills which lead to the achievement of closure in a lesson.

DEFINITION OF CLOSURE:

Closure occurs in the lesson when the teacher and the pupil confirm their understandings and skills in terms of the objectives of the lesson. It may also suggest or determine new directions for further understandings and skills. Therefore, closure is essential to the conclusion of a lesson but it may also occur at other times within the teaching episode.

FOCAL QUESTION:

How well does the teacher guide the pupils toward demonstrating the integration, application, and extension of the new concept, principle, skill, or appreciation with previously learned experiences or knowledge?

Description of teacher behavior exhibiting skill proficiency in "closure."	Code	Description of teacher behavior exhibiting skill deficiency in "closure."
The TEACHER:		The TEACHER:
provides opportunities for students to paraphrase or demonstrate concepts and skills.	300	paraphrases or demonstrates concepts or skills instead of having students do it.
provides pupils with varied experiences in the application, practice, and use of new learning (when applicable).	310	provides no opportunities for the application, practice, and use of new learnings.
involves pupils in evaluating their achievements.	320	does not involve pupils in evaluating their achievements.
provides a clear indication that lesson or episode is completed.	330	leaves pupils confused as to whether the lesson has been completed.

Overall Rating:

(High) 1 | 2 | 3 | 4 | 5 (Low)

Lesson involved a concept- principle - skill - appreciation.
(Please circle the appropriate one(s))

COMMENTS:

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240 1.m Given a microteaching lesson to prepare and teach the trainee will give the pupils opportunities to apply the concept or principle or practice the skill in relevant situations.

Code* Competencies for Closure

300 1.n Given a microteaching lesson to prepare and teach the trainee will have the pupils paraphrase or restate the concept or principle learned in order to determine the degree of pupil understanding.

Given a microteaching lesson to prepare and teach the trainee will have pupils demonstrate the principle or skill learned in order to determine the degree of pupil understanding or achievement.

310 1.o Given a microteaching lesson to prepare and teach the trainee will provide experiences or situations in which the new concept, principle, or skill may be used.

320 1.p Given a microteaching lesson to prepare and teach the trainee will encourage pupils to evaluate their own achievement by comparison with standards accepted by both teacher and pupils.

330 1.q Given a microteaching lesson to prepare and teach the trainee will communicate to the pupils when the lesson has ended by making an assignment, distributing handouts, giving verbal cues, etc.

Sub-goal 2: To acquire proficiency in using Convergent and Divergent Discussion models in teaching social studies lessons to intermediate grade pupils.

Competencies

2.a The trainee should be able to identify and describe the purposes of the Convergent Discussion Model and its major components.

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*The trainee will achieve a minimum overall rating of three (fair) on the performance scale designed for the skill of closure.

2.b The trainee should be able to identify and describe the purposes of the Divergent Discussion Model and its major components.

2.c The trainee should be able to design, teach and evaluate social studies lessons applying the Convergent Discussion Model.

2.d The trainee should be able to design, teach and evaluate social studies lessons applying the Divergent Discussion Model.

Sub-goal 3: To acquire proficiency in applying the teaching methods within the context of an Inquiry Approach to instruction.

Competencies for Problem-solving Method

3.a Based upon his knowledge of the pupils' environment, needs, and interests, the trainee will be able to identify and define a problem situation appropriate for the learning levels of the pupils.

3.b Given a problem situation, the trainee will be able to focus the attention of the pupils on the critical aspects of the problem.

3.c Given a problem situation, the trainee will stimulate pupils to hypothesize possible solutions.

3.d Given the hypotheses determined by the group, the trainee will encourage the pupils to select and test the most probable hypothesis.

3.e Given the data gathered from testing the hypothesis selected, the trainee will guide the pupils in drawing appropriate conclusions for accepting or rejecting the hypothesis.

Competencies for Project Method

3.f Given information as to the needs and interests of the pupils, the trainee and/or the pupils will devise a project unit appropriate for their learning levels.

3.g Given the task of implementing the project, the trainee will guide pupils in clarifying the objectives and in planning possible procedures.

3.h Given a set of evaluation instruments, the trainee will be able to select the instrument appropriate for the project selected.

Competencies for Simulation and Games

3.i Given a simulation and/or game situation, the trainee will be able to select the one(s) that apply to the needs and learning levels of the pupils.

3.j Given a simulation and/or game situation, the trainee will clearly explain the procedures.

3.k Given a simulation and/or game situation, the trainee will permit the pupils to participate with a minimum of intrusion.

3.l Given a simulation and/or game situation, the trainee will guide the pupils in clarifying and synthesizing the information derived from the experience.

3.m Given a simulation and/or game situation, the trainee will, when necessary, assist the pupil in understanding the limitations of the situation and in applying the information gained.

Competencies for Case Method

3.n Based upon his knowledge of pupil needs, interests and level of comprehension of social problems, the trainee will construct and test case studies for instruction for the intermediate grade level.

3.o Given an instructional problem that dictates use of a Convergent Discussion format, the trainee will construct, teach and evaluate the outcomes of two Convergent Discussion lessons using the Case Method.

3.p Given an instructional problem that dictates the use of a Divergent Discussion format, the trainee will construct, teach and evaluate the outcomes of two Divergent Discussion lessons using the Case Method.

Sub-goal 4: To acquire skill and demonstrate proficiency in utilizing a variety of types of questions in teaching social studies lessons to intermediate grade pupils.

Competencies for Probing

4.a Given a social studies topic, the trainee will construct discussion questions which will require complete and thoughtful pupil responses. The trainee will predetermine the criteria for acceptable answers.

4.b Given an answer to a question by a pupil, the trainee will classify that answer (based on criteria) as:

a. Weak, incorrect, or poorly organized.
b. Partially acceptable but needing clarifying or extending.
c. Acceptable but one which could be related to another topic.
d. Acceptable.

4.c Receiving a weak, incorrect, or poorly organized answer, the trainee will pursue a line of questioning which prompts the pupil or gives a series of hints toward an answer acceptable for the criteria.

4.d Receiving a partially acceptable answer, the trainee will pursue a line of questioning which will guide the pupil to clarify, expand, or justify his answer in terms of the predetermined criteria.

4.e Receiving an acceptable answer, the trainee, when possible, will pursue a line of questioning which will enable the pupil to relate his thinking to broader topics.

Competencies for Analysis Questions

4.f Given the task of leading a social studies discussion, the trainee will formulate questions that require pupils to identify motives or causes.

Example: Why did Columbus make his three voyages to the New World?

4.g Given the task of leading a social studies discussion, the trainee will formulate questions that cause the pupils to draw inferences.

Example: From your study, what general statement can you make about the educational system in Costa Rica?

4.h Given the task of leading a social studies discussion, the trainee will formulate questions which cause pupils to provide evidence to support their generalizations.

Example: Some ecologists believe that cars should be banned. What evidence have you found to support or reject that opinion?

Competencies for Speculative Questions

4.i Given the task of leading a social studies discussion concerning a topic about which the opinions given cannot be verified, the trainee will formulate questions that will encourage pupils to make speculations.

Example: If a twelve-month school year were being discussed by the state legislature, how do you think various age groups in our state would react?

4.j Given the speculations made by pupils, the trainee will ask questions which will require pupils to supply explanations or to identify and clarify relationships or necessary conditions for that speculation.

Example: How do you account for the differences in reactions of the various age groups with respect to approval of a twelve-month school year?

4.k Given the information provided from discussion of the speculation, the trainee will ask questions that will guide the pupils in making generalizations.

Example: From our discussion about people's reaction to a twelve-month school year, what questions would the state, the school, and the community need to consider and do if the state legislature did approve a twelve-month school year?

4.l Given generalizations drawn from pupils' reactions to speculative questions, the trainee will ask questions to help pupils identify the limitations or tentativeness of the generalizations.

Example: Are there any situations or circumstances in which this generalization would not be the case?

Competencies for Evaluative Questions

4.m Given the task of leading a social studies discussion, the trainee will formulate questions which will cause the pupil to give his opinion about controversial topics, problems, issues.

Example: Should medical doctors be allowed to strike?

4.n Given the task of leading a social studies discussion, the trainee will formulate questions which will cause the pupil to make judgments about the validity of ideas.

Example: Do you believe viewing television programs that contain much violence contributes to delinquency?

4.o Given the task of leading a social studies discussion, the trainee will formulate questions which will cause the pupil to judge the merit of solutions to a specified problem.

Example: Would it be better for the United States to remain on the present system of weights and measures or adopt the metric system?

4.p Given the task of leading a social studies discussion, the trainee will formulate questions which will cause pupils to make judgments about the quality of such products as daily newspapers, television programs, reference materials, etc.

Example: Which of these newspaper articles is most objective in its treatment of the President's speech?

4.q Given the task of initiating a pupil-teacher planning situation, the trainee will be able to formulate questions which will elicit suggestions for group or individual action.

Example: What can we as fifth graders do to prevent pollution?

4.r Given the task of leading a social studies discussion, the trainee will ask questions which require the pupils to predict outcomes.

Example: If the French had defeated the British in the French and Indian War, what do you think our country would be like today?

4.s Given the task of planning a social studies activity, the trainee will ask questions which will encourage pupils to produce original communications.

Example: We have decided that our community needs more trash cans in the downtown area. How can we express our ideas in a letter to the city manager?

Sub-goal 5: Test and refine Social Science Teaching Kits that can be utilized in the student teaching experience.

Competencies

5.a The trainee will demonstrate ability to utilize previously learned measurement and evaluation techniques to determine the effectiveness of the various components of the teaching kit in terms of:

a. maximizing student achievement.
b. maximizing student satisfaction.
c. improving instructional management.

5.b The trainee will demonstrate ability to utilize previously learned skill and knowledge to rectify deficiencies found in teaching kits in terms of:

a. subject matter,
b. set induction,
c. structure of knowledge,
d. intrinsic motivation,
e. educational media,
f. instructional mode, and
g. evaluation and feedback.

COMPONENT C: CLINICAL OBSERVATIONS

General Goal

To provide a range of opportunities for each candidate to observe pupils at different age levels in a variety of instructional settings; and to supplement the opportunities provided for the candidates to work with children in connection with the course in Child Growth and Development as well as provide the necessary preparation for the clincial teaching experience.

Sub-goal 1: To perceive and describe the pupil-teacher interaction that takes place in a learning situation.

Competencies

1.a Using a "Teacher Practices Observation Record" in order to observe teacher behavior systematically, the trainee will learn to score the instrument for the following types of behavior:

a. The teacher makes self the center of attention.
b. The teacher makes the pupil the center of attention.
c. The teacher makes some object (textbook, chalkboard, etc.) the center of the pupil's attention.
d. The teacher makes doing something the center of the pupil's attention.
e. The teacher has the pupil spend time waiting, watching and listening.
f. The teacher has the pupil participate actively.
g. The teacher remains aloof or detached from the pupil's activities.
h. The teacher joins or participates in the pupil's activities.
i. The teacher discourages or prevents the pupil from expressing himself freely.
j. The teacher encourages the pupil to express himself freely.

1.b Using a "Teacher Practices Observation Record," the trainee will learn to evaluate the teacher's questioning techniques:

a. The teacher organizes the learning activity *around questions posed by the teacher.*
b. The teacher organizes learning around questions posed by the pupils.
c. The teacher asks questions that the pupil can answer only if he studied the lesson.
d. The teacher asks questions that are not readily answerable by the study of the lesson.

Sub-goal 2: To describe the interaction among pupils that takes place in a learning situation.

Competencies

2.a Using a "Pupil Interaction Observation Record" in order to observe pupil interaction systematically, the trainee will learn to score the instrument for the following types of behavior:

a. The pupils engage in the following types of negative affect behavior: teases, threatens, commands or demands, finds fault, tattles, cries, blames, starts fights, hits, interferes, damages the property of others, frowns, pouts, uncooperative, resistant.

b. The pupils engage in the following types of positive affect behavior: praises another, chooses another, agrees with another, offers to compromise, offers to share, enthusiastic, happy, smiles, laughs with another, sympathetic, does something for someone.

Sub-goal 3: To discuss alternative possible explanations for pupil behavior that is observed, including both successful learning on the part of pupils and learning difficulties.

Competencies

3.a Using a "Teacher Practices Observation Record" the trainee will learn to identify those forms of teacher behavior that contribute to learning in a positive way:

a. The teacher permits the pupil to suggest additional or alternative answers.
b. The teacher asks pupils to judge the comparative value of answers or suggestions.
c. The teacher encourages the pupil to hypothesize about the unknown or the untested.
d. The teacher entertains even "wild" or far-fetched suggestions of pupils.
e. The teacher asks the pupil to support his answer or opinion with evidence.

3.b Using a "Teacher Practices Observation Record" the trainee will learn to identify those forms of teacher behavior that detract from learning:

a. The teacher accepts only one answer as being correct.
b. The teacher expects the pupil to come up with the answer that the teacher has in mind.
c. The teacher relies heavily upon the textbook as a source of information.
d. The teacher stops the pupil from going ahead with a plan that the teacher knows will fail.
e. The teacher has all pupils working on the same task at the same time.

3.c Using a "Pupil Behavior Observation Record" the trainee will learn to identify those forms of pupil behavior that contribute to learning in a positive way:

a. The pupil argues or supports his position with factual or logical justification.
b. The pupil asks for explanations.
c. The pupil indicates an awareness of consequences of an action.
d. The pupil attempts to be sure that he is communicating.

3.d Using a "Pupil Behavior Observation Record," the trainee will learn to identify those forms of pupil behavior that detract from learning:

a. The pupil argues without factual or logical justification.

b. The pupil makes statements which take his own view as universal.
c. The pupil attempts to redefine rules to suit himself.
d. The pupil focuses on irrelevant factors or cues.
e. The pupil talks without attempting to communicate.

Sub-goal 4: To describe the ways in which teachers use the physical classroom environment.

Competencies

4.a Using the "Use of Classroom Environment Observation Record" the trainee will learn to identify those ways in which the use of the room can contribute to learning in a positive way:

a. The room is bright and attractive.
b. The furniture is arranged according to interest areas or centers and is freely rearranged as pupil grouping changes.
c. The room is well supplied with books, artifacts, play materials, and learning materials.
d. The work of the pupils is prominently displayed.

4.b Using a "Use of Classroom Environment Observation Record" the trainee will learn to identify those ways in which the use of the room can detract from learning:

a. The room is poorly lighted and gloomy.
b. The furniture is arranged in straight rows.
c. Few materials for use by the pupils can be found in the room.
d. Little or none of the work completed by the pupils is on display. Only perfect papers are shown.

Sub-goal 5: To suggest alternative ways of conducting instructional experiences for intermediate grade pupils.

Competency

5.a The trainee will learn to analyze the instruments that were employed to accomplish sub-goals 1-4. The trainee will identify those teacher and pupil behaviors which are positive, those teacher and pupil behaviors which are negative, and those teacher and pupil behaviors which need to be substituted for the undesirable behaviors.

COMPONENT D: MIDDLE GRADE SOCIAL SCIENCE CURRICULUM

General Goal

To provide the trainee with specific knowledge of several current inquiry-oriented social studies programs for intermediate grade pupils, and the opportunity to (a) acquire skill in systematically analyzing and evaluating such programs, (b) acquire skill in constructing one (or more) experimental inquiry units, and (c) acquire skill in pilot testing, with pupils, selected portions of an inquiry program and an experimental inquiry unit.

Sub-goal 1: To acquire a comprehensive knowledge of the rationale, objectives, teaching strategies, activities, and materials of a representative sample of current inquiry-oriented social studies curriculum programs (or projects) for the intermediate grade level.

Competencies

1.a Describe the rationale and general instructional objectives for five of the following curriculum programs (or projects).

a. MATCH Project (Boston Children's Museum)
b. Elementary Economics Project (University of Chicago, Industrial Relations Center)
c. Our Working World (University of Colorado)
d. Discovering the World (University of Denver)
e. Social Studies Curriculum Program (Educ. Development Center, Cambridge, Mass.)
f. Concepts and Inquiry (Educ. Research Council, Cleveland, Ohio)
g. Anthropology Curriculum Project (University of Georgia)
h. Project Social Studies (University of Minnesota)
i. Social Science Laboratory Units (University of Michigan)
j. Taba Social Studies Curriculum Project (San Francisco State College)
k. Lincoln Filene Center for Citizenship (Tufts University)
l. Field Social Studies Program (Field Educational Publications)

1.b Describe the basic types of teaching strategies (and pupil activities) employed in each of the five curriculum programs (or projects) selected in 1.a above.

1.c Describe the various types of pupil and/or teacher materials that are a part of each of the five curriculum programs (or projects) selected in 1.a above.

Sub-goal 2: To acquire skill in analyzing and evaluating curriculum programs (or projects) by means of the Curriculum Materials Analysis System (Short Form).*

Competencies

2.a Describe the types of entries that are intended for each of the following eight categories of the Curriculum Materials Analysis System (Short Form):

1.0 Product Characteristics
2.0 Rationale and Objectives
3.0 Content
4.0 Theory and Strategies
5.0 Antecedent Conditions
6.0 Evaluation
7.0 Background of Materials Development
8.0 Background of the Analysis

2.b Analyze one (or more) of the social studies curriculum programs (or projects) for the intermediate grade level using the Curriculum Materials Analysis System (Short Form).

2.c Compare and contrast in detail the analysis in 2.b (above) with the analysis of another trainee on the same curriculum program (or project).

2.d Critique in detail the analysis of another trainee (2.b, above) on a different curriculum program (or project).

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*Workbook for the Curriculum Materials Analysis System (Short Form) is available from the Social Science Education Consortium, Boulder, Colorado (Publication no. 145).

Sub-goal 3: To acquire skill in testing and evaluating portions of one (or more) of the social studies programs (or projects).

Competencies

3.a Pilot test selected portions of a curriculum program (or project) with intermediate grade pupils in terms of the objectives specified for the program (to be video-taped).

3.b Analyze video-tape of pilot test (3.a above) and critique in detail in terms of stated instructional objectives of the program.

3.c Analyze video-tape of a pilot test of another trainee (3.a, above) and critique in detail in terms of stated instructional objectives of the program.

Sub-goal 4: To acquire skill in curriculum development through developing, testing and evaluating an experimental social studies unit of study utilizing an inquiry model of instruction. (Unit length: 2-3 weeks)

Competencies

4.a Using one (or more) of the inquiry models of the social studies curriculum programs (or projects) as a guide, develop a rationale and set of instructional objectives for a specific unit of study.

4.b Using one (or more) of the inquiry models of the social studies curriculum programs (or projects) as a guide, develop specific teaching strategies (and pupil activities) for a specific unit of study.

4.c Using one (or more) of the inquiry models of the social studies curriculum programs (or projects) as a guide, develop the necessary pupil and/or teacher materials for a specific unit of study.

4.d Analyze in detail the experimental unit of study developed in 4.a, 4.b, and 4.c (above) using the Curriculum Materials Analysis System (Short Form).

4.e Analyze in detail the experimental unit of study developed by another trainee in 4.a, 4.b, and 4.c (above) using the Curriculum Materials Analysis System (Short Form).

4.f Pilot test selected portions of the experimental unit of study developed and analyzed in 4.a through 4.d (above) with intermediate grade pupils in terms of the objectives specified for the unit (to be video-taped).*

4.g Analyze video-tape of pilot test of experimental unit and critique in detail in terms of stated unit instructional objectives.

4.h Analyze video-tape of pilot test of experimental unit of another trainee and critique in detail in terms of stated unit instructional objectives.

4.i Revise and/or reorganize experimental unit for inclusion in teaching kit (see Phase III, Component A of program).

Activities

The envisioned Middle Grade Social Science Curriculum course format would consist of the following:

a. Seminar in which the various social studies curriculum program (or project) materials will be made available for examination and analysis. Included in the seminar would be films and video-tapes of the curriculum materials being applied in intermediate grade classrooms.

b. Work sessions in which the trainees examine the project materials and acquire skill in analyzing and evaluating them by means of the Curriculum Materials Analysis System (Short Form).

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*It would be desirable to pilot test as much of the unit as possible, however logistical considerations may dictate what is feasible here. As a minimum the pilot test should include 2-3 hours of teaching.

c. Pilot testing of selected portions of the project materials with intermediate grade pupils (video-taped sessions). Teaching performance would be analyzed and evaluated by trainee, instructor, and other trainees.

d. Work sessions in which the trainees develop and analyze experimental inquiry units of their own based upon models from the curriculum programs (or projects).

e. Pilot testing of portions of individual experimental inquiry units with intermediate grade pupils (video-taped sessions). Teaching performance would be analyzed and evaluated by trainee, instructor, and other trainees.

f. Teaching Kit. Materials analyzed and/or developed in this course may be incorporated within the teaching kit that each trainee will develop prior to his student teaching experience (See Phase III, Component A of program).

Evaluation

The assessment procedures to be used in the course are implied by the competencies under each sub-goal. In general, the procedures will be designed to measure trainee achievement or proficiency in the following broad categories:

a. Knowledge of the social studies curriculum programs (or projects) introduced and examined throughout the course.

b. Skill in analyzing and evaluating social studies curriculum programs (or projects) in terms of the categories of the Curriculum Materials Analysis System (Short Form).

c. Skill in pilot testing portions of social studies curriculum programs (or projects) with intermediate grade pupils (in terms of project objectives).

d. Skill in developing, analyzing, evaluating and pilot testing an experimental social studies unit which utilizes the inquiry approach (using the various curriculum programs as models and utilizing the Curriculum Materials Analysis System (Short Form).

COMPONENT E: TEACHING OF READING

Rationale

The outline for this course is designed specifically to prepare the Specialist in Middle Grade Social Studies with (1) the skill and ability to teach the basic reading skills and (2) the skill and ability to develop specialized reading skills needed to utilize various social studies materials.

There are some reading skills which are used in all types of reading: word identification techniques, meaning skills, and adjusting rate to purpose. The clusters of reading skills generally referred to as study skills are peculiar to each of the content subjects. Study skills may be broadly defined as those skills used when there is intention to do something with the content read. Herman views it as "imperative that social studies with its emphasis upon reading be yoked with instruction in reading."[1]

Reviews of the literature indicate the major problems associated with reading in social studies might be classified as limitations of the learner and as difficulties associated with specialized materials. Some limitations are inherent in the reader himself. Many of these limitations may not be apparent until the intermediate grades when children are required to use the higher level comprehension and study skills associated with content reading. Huus cites background experiences, intelligence, vocabulary, and attitude and value patterns as limitations which may reside within the learner.[2] Fay lists the features of materials in the content area which cause reading difficulties as (1) an unduly heavy load of facts and concepts, (2) variations in typographical arrangement and general format, (3) content which is uninteresting to children, (4) materials which assume backgrounds

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[1]Wayne Herman, "Reading and Other Language Arts in Social Studies: Persistent Problems," in Ralph Preston (ed.), A New Look at Reading in the Social Studies (Newark: International Reading Association, 1969), p. 4.

[2]Helen Huus, "Reading," in Helen McCracken Carpenter (ed.), Skill Development in the Social Studies (Washington, D.C.: National Council for Social Studies, 1963), pp. 96-97.

children do not possess and (5) lack of emphasis upon study patterns.[3]

There are other conditions which result in reading problems in social studies in the middle grades. The transition from the primary grades where the child reads mainly narrative material to the middle grades where he is confronted with much content material makes specific and unique demands upon the reader. Primary reading programs have not generally provided children with specialized reading skills. Smith states that "reading proficiency could be improved immeasurably if pupils in the elementary grades might become as familiar with reading techniques needed in different types of subject matter at their respective levels as they are with techniques necessary in reading narrative materials."[4] Children who achieve well in reading in the primary grades frequently show a decline in reading achievement in the middle grades unless the entire spectrum of reading skills is taught in proportion to the needs of individual learners. Authorities agree that the specialized skills can probably best be taught in the functional setting of the content area. Fay states "the evidence is clear, both from research and the experience of countless teachers, that after the primary grades it becomes increasingly more difficult to be poor in reading and good in the content subjects."[5]

Two additional facts have significance for reading in the content fields. First, the reading skills level of achievement in an intermediate classroom may range from non-readers to secondary level abilities. Secondly, "there is a lack of correlation between general reading ability as measured by standardized tests and reading in the special fields."[6] Each of these

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[3]L. C. Fay, "What Research Has to Say About Reading in the Content Areas," The Reading Teacher, 8 (1954), 68-72.

[4]Nila B. Smith, Reading Instruction for Today's Children (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963), p. 306.

[5]Leo Fay, "Responsibility for and Methods of Promoting Growth in Reading in the Content Areas," Better Readers for Our Times, International Reading Association Conference Proceedings (New York: Scholastic Magazine, 1964), p. 89.

[6]John De Boer and Martha Dallman, The Teaching of Reading (New York: Holt, Rinehart and Winston, 1970), p. 393.

factors suggests the need for attention to individual reading strengths and weaknesses as they relate to all reading tasks.

The preceding problems were considered in designing the course outline. It seems apparent that elementary teachers who are specialists in the content areas must also be skillful in diagnosing individual reading needs and be competent in developing both basic and specialized reading skills.

A Syllabus for the Proposed Course: Teaching of Reading: Middle Grade Social Studies Majors

Part I. Skills for Teaching of Reading

A. Word identification skills

1. Context clues

a. Experience
b. Comparison and contrast
c. Definition
d. Synonyms and antonyms
e. Word origins

2. Phonics clues

a. Single consonant
b. Consonant blends
c. Vowels
d. Digraphs
e. Diphthongs

3. Structural analysis

a. Root words
b. Prefixes
c. Suffixes
d. Syllables
e. Accent
f. Compound words

4. Dictionary skills

a. Location
b. Pronunciation
c. Selection of appropriate meaning

B. Comprehension skills

1. Literal meanings

a. Main idea
b. Supportive details
c. Sequence
d. Following directions

2. Interpretation

   a. Cause and effect
   b. Comparison and contrast
   c. Inferences
   d. Generalizations
   e. Formation of sensory images
   f. Emotional reactions
   g. Anticipation of next event
   h. Identification of writer's purpose
   i. Association of personal experience with reading
   j. Speculation on what happened between events

3. Critical reading

   a. Fact vs. opinion
   b. Relevant vs. irrelevant information
   c. Biased statements
   d. Assumptions
   e. Test conclusions
   f. Validation of authorship and/or material
   g. Propaganda techniques

4. Vocabulary problems common to social studies

   a. Technical words
   b. Figurative words
   c. Multiple meaning words
   d. Words peculiar to a locality
   e. Confusing one word with another

C. Study skills for a content subject

1. Ability to follow directions

   a. Seeing relationship between purpose and directions
   b. Following steps in sequential order

2. Selection and evaluation

   a. Selection of material to fit purpose
   b. Determination of main idea and supporting details

3. Location of information

   a. Use of table of contents
   b. Use of index
   c. Use of glossary and appendix
   d. Use of footnotes and bibliographies
   e. Use of reference materials

      (1) Card catalog
      (2) Encyclopedias
      (3) World Almanac
      (4) Atlas
      (5) Reader's Guide

4. Organization

   a. Note taking
   b. Outlining
   c. Summarizing
   d. Generalizing
   e. Drawing conclusions
   f. Deriving "drift" from

      (1) Topical headings
      (2) Topic sentences
      (3) Italics

5. Specialized study skills for social studies

   a. Interpretation of pictures and pictorial aids
   b. Interpretation of tables
   c. Interpretation of graphs
   d. Interpretation of diagrams
   e. Interpretation of symbols and abbreviations
   f. Interpretation of cartoons
   g. Sequencing events
   h. Interpretation of maps

6. Plans for helping pupils learn to study in content subjects

   a. PQRST study plan
   b. SQ^3R study plan
   c. Others

D. Rate of Reading Skills

1. Skimming

2. Scanning

3. Adjusting rate to purpose

Part II. Providing for Individual Differences

A. Diagnosing individual reading needs

1. Informal procedures

a. Individual informal reading inventories
b. Group informal inventories
c. Cloze readability procedure

2. Standardized tests of study skills for intermediate grades

a. Iowa Basic Skills Test: maps, graphs and tables, knowledge of reference materials (Houghton-Mifflin)
b. Stanford Achievement Tests: charts and tables, map reading, dictionary sources and index (Harcourt, Brace)
c. Metropolitan Achievement Tests: reading maps, tables, and graphs (Harcourt, Brace)

B. Selecting social studies materials

1. Texts

2. Individualized study skills materials

3. Enrichment material

a. Fiction books
b. Informational books
c. Simulation materials
d. Reference materials
e. Diaries, journals, etc.
f. Newspapers, magazines, etc.
g. Audio-visual materials

Part III. Planning Reading Lessons Using Social Studies Materials

A. Structure of the lessons

1. Objectives (with special emphasis on behavioral objectives)

2. Content

3. Method

4. Evaluation

5. Materials

B. Teaching skills implicit to any lesson

1. Set

2. Pacing

3. Closure

General Goal

To provide the trainee with (1) the skill and ability to teach the basic reading skills, and (2) the skill and ability to develop specialized reading skills needed to utilize various social studies materials.

Part I. Skills for Teaching Reading
(Competencies are geared to the course outline as indicated in the parentheses.)

Sub-goal 1: The trainee will acquire the basic elements that constitute the word identification skills.

Competencies

1.a Given specific words from typical social studies material, the trainee will be able to construct a sentence which will be representative of any, or all, of the context clues identified on the course outline. (A 1)

1.b Given a group of multisyllabic nonsense words the trainee will be able to (1) apply phonics and structural analysis generalizations to indicate their pronunciations and (2) provide the rationale for the pronunciation. (A 2, 3)

1.c Given a composite list of the subskills of word identification, the trainee will be able to classify each of them in the appropriate category: phonics, structural analysis, context. (A 1, 2, 3)

1.d Given a copy of a page from an intermediate dictionary the trainee will be able to design an exercise to teach pupils a location skill, a pronunciation skill, and/or selection of appropriate meaning skill. (A 4)

Sub-goal 2: The trainee will acquire the ability to assess a pupil's level of comprehension, analyze comprehension strengths and weaknesses, and provide appropriate learning activities.

Competencies

2.a Given a selection content from intermediate social studies material, the trainee will be able to formulate appropriate questions to test pupils' comprehension of the four literal meaning skills identified in the course outline. (B 1)

2.b Given a selection of content from intermediate social studies material, the trainee will be able to (1) formulate at least five appropriate questions to test pupils' ability to interpret what they have read; (2) in each case to correctly identify the type of question as categorized in the course outline. (B 2)

2.c Assigned one of the critical reading subskills listed on the course outline, the trainee will be able to (1) design a lesson to teach the skill assigned and (2) present the lesson to his peers. (B 3)

2.d Using the bibliographic references provided in I, B, the trainee will assemble a collection of examples of the major categories of propaganda techniques. (B 3)

2.e Selecting a typical reading assignment from a middle grade social studies reference, the trainee will (1) identify potential word meaning difficulties, (2) indicate the type, and (3) suggest possible instructional strategies for each of the word meaning difficulties. (B 4)

Sub-goal 3: The trainee will become familiar with the study skills for a content subject and acquire proficiency in providing appropriate instruction to develop reading study skills in social studies.

Competencies

3.a Utilizing intermediate grade social studies materials, the trainee will be able to plan

and teach a lesson on following directions. (C 1) (Micro-teaching)

3.b Using the course outline for the study skills listed under C 1, 2, 3, the trainee will be able to achieve at least 90% efficiency on an objective test.

3.c Using any one of the six organization skills listed in the course outline, the trainee will prepare and teach a lesson of 10-15 minutes duration. (C 4) (Micro-teaching)

3.d Using any one of the eight specialized study skills listed in the course outline, the trainee will prepare and teach a lesson. (C 5) (Micro-teaching)

3.e Observing an intermediate social studies lesson for which the objective is to assist pupils in developing a plan for study in the content areas, the trainee will prepare a brief written description of the plan. (C 6)

Sub-goal 4: The trainee will become proficient in developing instructional strategies to assist pupils in adjusting rate to purpose.

Competency

4.a Using middle grade social studies material, the trainee will be able to (1) select a purpose or purposes for reading the material, and (2) determine the appropriate rate and/or rates of reading skills. (D 1, 2, 3)

Part II. Providing for Individual Differences

Sub-goal 5: The trainee, using informal procedures,* will be able to assess achievement in reading in terms of individual abilities and will be able to diagnose individual study skill strengths and weaknesses via use of standardized tests.

Competencies

5.a Using informal procedures, the trainee will (1) administer an informal reading inventory to an individual middle-grade pupil, (2) interpret the results, and (3) plan appropriate instructional strategies. (A 1)

5.b Working with a team of peers, the trainee will (1) assist in the administration of a group informal or a Cloze Readability procedure to middle grade pupils, (2) assist in the interpretation of and (3) cooperatively plan instructional strategies for individual pupils. (A 1)

5.c Using the results (actual or simulated) of any of the three standardized tests listed in the course outline, the trainee will formulate a long-range plan of instruction for one individual pupil needing remedial instruction and for one pupil needing enrichment activities. (A 2)

Sub-goal 6: The student will become familiar with various levels and types of reading materials for the social studies.

Competencies

6.a Using the results of the group informal or the cloze readability procedure indicated in A 1 of 2, the trainee will select social studies materials in the areas tested that are commensurate with the reading level of the individual pupils. (B 1, 3)

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*Informal procedures refer to evaluation and diagnostic procedures which are not standardized.

6.b Using one of the long-range plans in A 3, the trainee will indicate materials by title, author, and publisher which would be appropriate for instructional purposes in the individual situation. (B 1, 2, 3)

Part III. Planning Reading Lessons in Social Studies

Sub-goal 7: The student will be able to plan lessons to provide developmental reading instruction in the social studies.

Competency

7.a Selecting the appropriate social studies concept, the trainee will prepare and teach a 10-15 minute lesson to intermediate grade pupils. (A and B)
See also: I B 3 and I C 1, 3 and 4.

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See Metcalf Laboratory School Micro-Teaching Packets on Lesson Planning, Set, Pacing, and Closure.

PHASE III: CULMINATING EXPERIENCES

Overview:

Phase III is designed to complete the integration of social science and educational material in such a way that the trainee emerges with some very practical preparation for the time he begins to teach on his own. As such, the phase has a number of features which run through each of its components: (1) In each of the six components, social science and education elements are fully combined; the trainee entering the phase has developed considerable skill as a teacher and as a social scientist; the trainee has also combined elements from both strands on a number of occasions, and in this phase he is asked to bring all of his skills together in such a way that he can have the maximum impact on those he will eventually teach. (2) Phase III is highly individualized; each trainee passing through the phase will have his own unique set of experiences. Where trainees are gathered in large sections, as in components A and C, they are gathered only to enable each individual trainee to better utilize the resources of his peers. Each trainee will have a substantial degree of control over the way he chooses to use the situation. (3) The focus of the phase is away from the campus and toward the local community. In component A the trainee is preparing for off-campus activity, components C and D take place in the local community, component B concurrently in the local community and at the University, and components E and F enable the trainee to react, with guidance, to his earlier experiences in the phase and in the program as a whole. Table III: 1 gives an outline of the phase and Table III: 2 suggests its chronology.

Component A is an extensive experience in integrating and planning which stems from the A.C.E. in Phase II. It stresses the development of a specific means to deliver knowledge of social science thinking to elementary students. As such, it is also a very practical lesson in educational planning and media. Central to the component is the development of a teaching kit, or complete set of teaching strategies, activities, and materials. The trainee will have already developed and worked with many of the individual components of the kit. Others will be borrowed from existing published sources. The aim of the component is to help the trainee shape all of these materials into a cohesive whole which will be uniquely suited for his style of teaching.

TABLE III: 1

Component	Year	Sem.	Credit	Team Composition
A. Workshop: Development of Teaching Kit	Junior	Second	3 sem. hours	1 Media Specialist 1 Educationist 1 Social Scientist
B. Field Experience (Student Teaching)	Senior	First	10 sem. hours	1 Public School Supervising Teacher
C. Pedagogy Seminar	Senior	First	2 sem. hours	1 Educationist (and consultants)
D. Community Study Seminar	Junior & Senior	Second & First	3 sem. hours	1 Social Scientist (and consultants)
E. Independent Study (with options)	Senior	Second	3 sem. hours	1 Educationist 1 Social Scientist (and staff consultation)
F. Culminating Seminar	Senior	Second	3 sem. hours	1 Educationist 1 Social Scientist

TABLE III: 2

JUNIOR YEAR	SENIOR YEAR	
Second Semester	First Semester	Second Semester
(A) Workshop (Teaching Kit) 3 sem. hours	(B) Field Experience (Student Teaching) 10 sem. hours	(E) Independent Study (with options) 3 sem. hours
Concurrent Phase II Experiences: Applied Classroom Experiences 1. Self-Instruc. Lab. 2. Teaching Clinic 3. On-going Seminar	Seminars: (C) Pedagogy 2 sem. hours (D) Community Study 3 sem. hours	(F) Culminating Seminar 3 sem. hours

The guided experience of developing the kit is viewed as much more important than the kit itself. Even if the new teacher is able to use only a small fraction of the kit he will have the vitally important experience of bringing together diverse materials and focusing them on the achievement of some clear-cut long range objectives.

Components B and D occur in the setting of a local community school. Component B gives the trainee the chance to test materials and strategies as well as the chance to test himself when he is in close contact with grade school students over an extended period of time. Component C, a seminar which takes place at the same time as student teaching, provides the trainee with professional and peer group guidance; it is a chance to exchange ideas and strategies, to talk about problems, and to call in a wide range of expert help from the university. Component D reflects the strongly held belief that the truly effective social science teacher must continue to function as a social scientist after he leaves the university. It is a study of some phase of the community, or the social patterns of the classroom, in which the trainee will use the methodology of the social sciences to improve his effectiveness as a teacher. It is the kind of examination the teacher will hopefully be engaged in throughout his career.

Components E and F give the trainee a chance to individually react to the field experience and to the program as a whole. After he returns from the field, during the second semester of the senior year, the trainee is offered an opportunity to follow one of three options. He may decide to serve as a senior program assistant; as such he will use his skills and experiences to help in the instruction of trainees going through earlier phases. He can provide feedback to those teaching the earlier phases and offer practical credible guidance to the trainees in these phases. He may also participate in an active way in the design and execution of clinical experiences, he may offer peer guidance to those student teaching, and he may aid in assessing the entire program or any of its phases.

As a second option in component E, the trainee may decide he would benefit from additional courses in areas of social science or education where he has developed an interest or found a weakness. A third choice would be for the trainee to engage in independent study, either by himself, or with some community agency.

Component F is a final evaluation seminar designed both to assess the trainee and to modify the entire program. Trainees

would have a substantial part in the organizing of this semester. Hopefully, the seminar would also include input from trainees who had passed through the program in previous years and were now teaching, as well as instructional personnel from all phases of the program and personnel from the school systems where elements of the program were being tested.

Overall, Phase III is essentially assimilative in that it draws together all of the previous developments and seeks to translate them into a cohesive instructional performance.

Major Themes of the Phase:

Throughout the components of Phase III there are four general themes. One or more of the themes is expressed in the General Goals of each component; these themes both bind the phase together and provide continuity between Phase III and the earlier portions of the program. The first theme is the primary one for the phase and the following three themes, (a) reflect the chronological position of the phase at the end of the program, and (b) reflect the extreme importance attached by the whole program to continual review, refinement, application and reenforcement of certain fundamental skills. The themes are:

I. Achieving a complete integration of social science and pedagogy in such a way that the teacher leaving the program is capable of teaching the best possible social science in the best possible way.

II. Reviewing, reenforcing, and evaluating specific social science and pedagogical skills first introduced in earlier phases of the program.

III. Continuing to provide the student with a series of experiences to help him become a more perceptive social scientist and teacher. (There are no specific competencies associated with these experiences. Each student will react differently to the experiences and the learning will be of a type which can neither be fully predicted nor articulated.)

IV. Establishing a final mechanism whereby the entire program can be reviewed and assessed by its participants.

When each of the above themes becomes a major element in a General Goal, or Sub-goal of a component of the phase, the theme number and abbreviation will follow the goal in parenthesis. The

abbreviations are as follows:

I. Integrate
II. Review and Refine
III. Experience
IV. Evaluate Program

COMPONENT A: WORKSHOP--DEVELOPMENT OF TEACHING KITS

General Goal

To give the trainee an opportunity to review and assess the social science and pedagogical knowledge and skills acquired in previous components of the program; and to combine the knowledge and skills into a unified, coherent, and personal set of strategies, activities, and materials which he can effectively utilize in the classroom. (I. Integrate, II. Review and Refine)

Sub-goal 1: To review and assess the social science and pedagogical knowledge and skills acquired in previous components of the program.

Competencies

1.a Given a set of criteria the trainee will be able to identify and locate material which meet the criteria.

1.b Given a set of criteria the trainee will be able to analyze material in terms of the criteria.

1.c Given a set of criteria the trainee will be able to evaluate the potential of material to meet the criteria.

1.d Given a set of criteria the trainee will be able to adapt or redesign material to better meet the criteria.

1.e Given a specific objective the trainee will be able to design teaching strategies to help accomplish the objective.

1.f Given a specific objective the trainee will be able to design teaching materials to help accomplish the objective.

1.g Given a specific objective the trainee will be able to design activities to help accomplish the objective.

1.h Given a problem, issue, or topic the trainee will be able to develop appropriate social science objectives.

1.i Given the problem, issue, or topic (and the objectives developed in 1.h above) the trainee will be able to design appropriate teaching strategies to help accomplish the objectives.

1.j Given the problem, issue, or topic (and the objectives developed in 1.h above) the trainee will be able to design appropriate activities to help accomplish the objectives.

1.k Given the problem, issue, or topic (and the objectives developed in 1.h above) the trainee will be able to design appropriate materials to help accomplish the objectives.

Sub-goal 2: To combine the social science and pedagogical knowledge and skills acquired in previous components of the program into a unified, coherent, and personal set of strategies, activities, and materials which he can effectively utilize in the classroom. (I. Integrate)

Competencies

2.a Develop (or select and adapt) precise behavioral objectives for a complete social science instructional program for one grade level.

2.b Develop (or select and adapt) precise evaluative procedures for a complete social science instructional program for one grade level.

2.c Develop (or select and adapt) specific pupil materials for a complete social science instructional program for one grade level.

2.d Develop (or select and adapt) specific pupil activities for a complete social science instructional program for one grade level.

2.e Develop (or select and adapt) specific teaching strategies for a complete social science instructional program for one grade level.

2.f Develop (or select and adapt) specific alternative or replacement strategies for a complete social science instructional program for one grade level.

2.g Develop one (or more) completely original major components for a complete social science instructional program for one grade level (<u>including</u> objectives, evaluative procedures, strategies, activities and materials).

2.h Evaluate all objectives, evaluative procedures, strategies, activities, and materials specified in 2.a through 2.g in terms of their appropriateness for the maturity level of the pupils involved. (Revise as needed)

2.i Evaluate all objectives, evaluative procedures, strategies, activities and materials specified in 2.a through 2.g in terms of their soundness as an application of social science concepts and mode of inquiry. (Revise as needed)

2.j Evaluate all objectives, evaluative procedures, strategies, activities, and materials specified in 2.a through 2.g in terms of their potential for encouraging pupil involvement and interest in his cultural environment. (Revise as needed)

<u>Activities</u>

After the trainee has completed Phase II of the Social Science Component of the program and the bulk of his

social science course work he will join a group of 25-30 other trainees and three faculty members from both education and the social sciences in the 3-semester hour workshop course.* The initial class sessions of the course will involve all of the trainees during the regular assigned class periods. During this time the nature of the course will be explained, a set of resource materials will be introduced, the requirements of the teaching kit will be set forth in detail, and the group will make a series of preliminary decisions relative to the details and logistics of the experience to follow.

The resource materials made available to trainees will consist of a comprehensive set of teaching strategies, activities, and materials from a variety of sources. Included will be materials from social studies curriculum development projects, popular curriculum series, outstanding school systems, and students who have earlier completed the total program. Where possible the resource materials will include evaluations made by scholars, teachers, and former culminating course trainees.

As the course continues, the number of meetings involving the entire group will diminish. Small groups or individuals will begin, with the guidance of faculty, to develop components for sets of teaching materials and to analyze and evaluate materials selected from the set of resource materials or other sources. Once or twice each week the entire group will come together to exchange ideas, to listen to outside resource people, to engage in activities such as simulations requiring large groups, and to evaluate and re-direct their activities.

As the course progresses further, individuals or groups will begin to make limited tests in the campus laboratory school classes of the materials they have selected or developed. Those making the tests will present results to the class as a whole. While the testing is in progress the remainder of the group will continue with further selection, development

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*The workshop faculty and the committee evaluating the teaching kit will consist of an elementary education specialist, a media specialist and a social scientist. Other specialists will serve as consultants as needed.

and refinement of materials.

As soon as is feasible during the semester each trainee will present a preliminary draft of a teaching kit. The teaching kit will be an integrated set of original and selected teaching strategies, activities, and materials of the type the trainee could use in teaching a complete one-year social science program. The teaching kit will consist of a number of component parts along with a strategy for combining the various components into an integrated program. The precise specifications for the teaching kits are elaborated under the integrating skills section of course objectives (see 1, c above). A committee of social scientists and educators will evaluate the preliminary draft of the teaching kit and make suggestions for its improvement.

After the initial evaluation of the teaching kit an increased portion of the trainee's time will be directed toward the improvement of the kit and toward the improvement of the trainee's ability to make use of the material included in the kit. Toward the end of the workshop the trainee will present the completed version of the teaching kit to the committee. Failure to obtain approval of the kit could result in the extension of this portion of the culminating experience beyond the formal end of the course.

Evaluation

a. Continuing evaluation of preliminary skills. As the workshop progresses the faculty will engage in a continuing evaluation of the trainee's ability to perform the tasks specified under sub-goal 1 (Competencies 1. a through 1. k).

Example

The trainee is asked to identify and locate reading material which would meet the following criteria:

(1) Includes major concepts and generalizations concerned with economic growth.

(2) Consistent with views of leading economists.

(3) Appropriate to grade level of pupils.

(4) Touches upon the problem of conflicting values.

The trainee then proceeds on his own to locate and identify such reading material and subsequently presents or describes them to the instructor.

b. Evaluation of original materials. The trainee will be tested on his ability to independently develop a unit while acting under certain constraints of content, time, and intended students.

c. Microteaching evaluation. Segments of the teaching kits will be utilized in microteaching experiences and evaluated in terms of effectiveness in achieving specific instructional objectives.

d. Final evaluation of integrating skills. The faculty committee including both education and social science specialists will comment on the preliminary draft of the trainee's teaching kit and must approve the kit in its final form. The criteria for evaluation are the competencies specified under sub-goal 2 (see also Teaching Kit Evaluation Form below).

Example

The trainee presents the final draft of his teaching kit to the committee which examines all components of the kit for the purpose of determining if objectives are included and stated in behavioral terms.

If the kit is not complete in this respect, the trainee will be required to remedy the deficiencies. If the kit is complete with respect to the objectives, the committee will proceed to evaluate it on another criterion. This evaluation process will continue until the committee approves the complete kit as conforming to all of the criteria specified.

TEACHING KIT EVALUATION FORM

(Name of Trainee) _____ (Unit Being Evaluated) _____

UNITARY ELEMENTS (For each unit or major component of Teaching Kit)	CLARITY AND PRECISION					MATURITY LEVEL					INQUIRY AND CONCEPTS					TRAINEE STYLE					CULTURAL INVOLVEMENT					EVALUATOR COMMENTS
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
Behavioral Objectives																										
Evaluative Procedures																										
Activities & Materials																										
Teaching Strategies																										
Alternative Strategies																										
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	

Notation: (1) Categories based on those discussed under Integrating Skills Objectives (1, c. (1) and (2)).
(2) Evaluative ratings (5 point scale): 1: A, 2: B, 3: C, 4: D, 5: F.

Signatures of Evaluators:

_____

_____

_____

COMPONENT B: FIELD EXPERIENCE IN TEACHING

Overview

The trainee will engage in a half-time, semester long, field teaching experience under the guidance of the field supervisor. This experience is designed to permit him to use a maximum number of skills he has developed in the earlier stages of the program. It should be noted that the trainee will enter this learning phase with the full resources of his "teaching kit." The collection of instructional materials and teaching strategies which he has prepared and tested should be of great value to him throughout his field teaching experience.

General Goal

To help students demonstrate the capacity to sustain sequential educational activity and interpret programs through activities designed to inform the publics served by the schools. (I. Integrate, II. Review and Refine, III. Experience)

Sub-goal 1: Show skill in implementing educational plans. (I. Integrate, II. Review and Refine)

Competencies

1.a Translate socially relevant contemporary problems into the terminology and concepts of social science theory.

1.b Develop alternate instructional strategies which reflect consideration of cultural variation.

1.c Show how your teaching plans provide for different modes of information delivery. Group, mediated, personalized instruction.)

1.d Describe your rationale for content selection in terms of your client population.

Sub-goal 2: Demonstrate skill in identifying and interpreting student feedback. (II. Review and Refine)

Competencies

2.a Identify common emotional patterns found in children and the stimuli that arouse these emotions.

2.b Describe the relationship between "personality" and "self-concept."

2.c Identify and describe instances of peer influence on personality development at different ages and the factors which determine popularity.

2.d Identify and describe instances of peer influence in socialization.

2.e Identify and describe instances of school influence in socialization.

2.f Identify and describe instances of home, school and society influences in the development of attitudes and values.

2.g Identify and describe interests which characterize school age children.

2.h Assess intellectual and cognitive organization of individual children and based on that data plan an appropriate learning experience in the social sciences.

2.i Provide evidence that the information acquired in competencies 2.a-2.h have influenced the planning of assigned learning experiences for children.

Sub-goal 3: Demonstrate the ability to effectively use student feedback in one's instructional style. (II. Review and Refine, III. Experience)

Competencies

3.a Identify the method used to utilize the input of students in the instructional planning.

3.b Describe a variety of systems for developing ways of acquiring meaningful student input.

3.c Develop social science content and presentational strategies which are primarily student centered and which use student input data.

3.d Develop the integration of student input into the instructional program.

Sub-goal 4: Demonstrate an ability to use available resources in instruction. (II. Review and Refine, III. Experience)

Competencies

4.a Define the concept of a "concept."

4.b Describe hypothesis testing.

4.c Describe significant social studies curriculum projects. (TABA Social Studies Project, Fenton Inquiry Social Studies Project, etc.)

4.d Classify concepts.

4.e Identify social science concepts which may be characterized as theoretical or empirical concepts.

4.f Describe wide applicability of scientific method.

4.g Prepare learning experiences which show evidence of the application of the findings of current social studies projects. (TABA, Fenton studies....)

4.h Show in your long-range plans evidence of an ordered introduction of both empirical and theoretical social studies concepts.

4.i Indicate in your plans the social science concepts presented and their position in the sequence of planned activities

Sub-goal 5: Demonstrate skill in assembling learning modules which extend initial experiences. (II. Review and Refine)

Competencies

5.a Describe strategies and techniques of instruction related to the "Inquiry Approach."

5.b Identify and describe selected social science journals and the components of social science methodology which they contain.

5.c Describe the differences between "convergent" and "divergent" thinking.

5.d Describe 3 basic kinds of critical thinking
1) conceptual analysis
2) logical analysis
3) speech-act discrimination

5.e Describe the principles of organization which are represented in: self-contained classroom, non-gradedness, core programs, open space teaching, etc.

Sub-goal 6: Demonstrate ability to implement the concept of economy in relation to information presnetation. (II. Review and Refine)

Competencies

6.a Generate testable hypothesis.

6.b Identify the distinguishing features of the respective social science disciplines.

6.c Evaluate data and identify when sufficient data have been presented to warrant formulating generalizations.

6.d Identify the priority of separate informational items.

6.e Describe the influence of socio-economic class upon language development.

6.f Describe Hurlock's nine points describing concept development in children.

6.g Describe the research findings regarding the role of early stimulation in cognitive development.

6.h Describe the relationship between motives and behavior as presented by Kagan.

6.i Demonstrate the ability to select an appropriate instructional strategy for teaching a specific social studies concept.

6.j Demonstrate the ability to utilize appropriate audio-visual aids in planning learning experiences for children.

Sub-goal 7: Demonstrate appropriate utilization of a variety of procedures for evaluating pupils' progress. (II. Review and Refine)

Competencies:

7.a Identify evaluative criteria which are appropriate to specific social science concepts.

7.b Identify hypotheses which can be generalized to a larger number of randomly selected cases.

7.c Identify and describe data used to evaluate and test hypotheses.

7.d Describe implications of the outcomes of hypothesis testing for direct action.

7.e Describe the use of social science for evaluating means of action.

7.f Design a test instrument for a specific social studies unit and make an analysis of the results.

7.g Prepare a specific learning experience for a small group of children, analyze the results, and plan remedial procedures.

Sub-goal 8: Experience sustained teaching in a community setting. (III. Experience)

(No specific competencies required.)

Activities

During the first semester of the senior year, the trainees will be routed into one of three tracks for a field experience. The trainee may have an 18 week half-day experience

in a rural setting or an 18 week half-day experience in an urban situation or an 18 week half-day experience in a suburban situation. Because of the locale of the university and the focus of the program, approximately two-thirds of the trainees will intern in rural settings. It is expected that the trainee will have a chance to develop depth in his field teaching experience through the provision of these options.

a. Prepare and cause to be implemented, a self-instructional program of studies. Select a topic which is parallel to a conventional instructional unit so that comparative data will be available for an assessment of the alternative.

    (1) Submit his plans for an extended set of teaching experiences along with a log of the daily activities carried out. Supply a rationale for the changes from the original plans.

b. Keep a log of student activity for selected students and based on that data, predict future behavior. Record subsequent output and verify the level of accuracy.

    (1) Act as a leader for a discussion relating to a unit of study.

c. Present open-ended problems which evoke student motivation and refrain from suggesting study strategies. Encourage each student to pursue the problems in his unique way. Examine the study strategies developed in terms of criteria for selecting learning activities.

    (1) Formulate participatory models for student involvement in educational activity planning, management policy planning and other areas of enterprise which generally concern students, i.e., a student-teacher planning group, student program study group (idea generation), etc.

    (2) Utilize teacher-pupil planning in the initiation and culmination phases of a unit.

d. Select content appropriate to mini-lessons and develop several instructional approaches:

Oral presentation (lecture)
Discussion (exploratory discussion)
Programmed (self-instruction)
Inquiry (problem-study)

(1) Establish investigative teams to study selected problems (school vandalism, trash disposal, student protection groups, etc.). Determine all of the potential resources which could be of value to this study. Examine each decision to verify the reasons for accepting or rejecting the learning resource.

e. As a member of a paired team, plan independently for the single instructional activity. Without disclosing what has been planned, the trainee will teach one day followed by his partner the next day. Each day the trainees will discuss the rationale for their planning with each other.

(1) Plan and implement a unit of study in terms of available resources and teaching strategies.

f. Write a program of studies designed as a self-instruction experience.

(1) Analyze the presentations recorded on video-tape and project the implication of his analysis for succeeding lessons.

g. Using the methods of public opinion survey, construct an instrument which will gather and process client opinions effectively.

(1) Use tests, rating devices in order to evaluate learning and ultimately, instructional design.

h. Participate in some professional organization related to career interests.

(1) Attend professional meetings of organizations which represent his career interests; i.e., NCSS, AHS, etc.

i. Develop task descriptions which can serve as guidelines during implementation and which are amenable to performance measure.

(1) Prepare video tapes for the purpose of self-evaluation. Identification of strengths and weaknesses.

j. Plan and chair a meeting of room parents where the program is concerned with explaining the nature and purpose of his classroom operation. Reflect the special needs of his student constituency and provide opportunity for audience input.

k. Perform the operations of programmed materials which present stenographic reports of case problems through to a solution. Ascertain the minimum number of steps necessary for solution and rank the steps in order of importance.

(1) Keep a running log of classroom activities as a program presenter. Periodically classify his tasks and relate time use to his planning criteria.

l. Participate in weekly critiques or rap sessions with supervising teachers.

m. Construct and validate test items design for a unit of instruction.

Evaluation

a. Compare the data according to pre-established criteria. (Research study model)

(1) Examine the materials submitted. (Subjective judgment)

b. Compare predictions with recorded performance. (Analysis)

(1) Use Flanders' interaction analysis technique to enhance objectivity when making judgments about teacher pupil participation in a structured discussion. (Objective data record)

c. Analyze performance in terms of criteria. (Observation)

(1) Assess the modes of involvement in terms of the nature of student involvement. (Subjective judgment)

d. Subject the instructional strategies developed to expert evaluation. (Jury panel)

(1) Determine the breadth of resources proposed and the possible value of these resources. (Subjective judgment)

e. Compare his lesson plans with his peer's performance and plans. (Subjective self-evaluation)

f. Verify his implications following the teaching. (Assessment)

g. Collect a sample of test data and subject his instrument to a validation through statistical analysis. (Research study model)

h. Demonstrate his participation and keep a record of activities. (Tangible evidence)

i. Submit his proposed educational tasks to performance measure. (Performance data)

j. Record his activities in connection with his efforts along with his perception of the value of his efforts. (Self-appraisal-record)

(1) Interview administrators, teachers, para-professionals and custodians with whom the trainee has worked. (Subjective judgment)

k. Arrange for an expert observer to witness his presentation and evaluate it in accordance with criteria. (Expert-jury)

l. Compare his results with the answers. (Jury)

m. Use every opportunity to enhance friendships with and among students as he plans learning activities consistent with student needs and interests.

n. Use established evaluation criteria to examine his own performance.

o. A social scientist will periodically evaluate lessons taught with the aim of assessing social science content.

COMPONENT C: PEDAGOGY SEMINAR

General Goal

The group which is engaged in the field experience in teaching will meet in the local community to discuss, coordinate and evaluate their activities. (III. Experience)

Sub-goal 1: To permit the trainee to compare problems encountered in the field experience and discuss possible solutions. (III. Experience)

Sub-goal 2: To permit trainees who have selected the rural, urban, and suburban situations to compare techniques, classes, and results. (III. Experience)

Sub-goal 3: To discuss the success or failure of various elements tested during the field experience. (III. Experience)

Sub-goal 4: To organize the testing of the same materials in different settings. (III. Experience)

Sub-goal 5: To have professional advice available to aid in planning, teaching and evaluation. (III. Experience)

Activities

A seminar meeting during the week, probably on week-ends. The precise form and content to be determined according to the needs of the trainee involved.

Evaluation

To be determined in accord with the particular activities selected.

COMPONENT D: COMMUNITY STUDY SEMINAR

Overview

The trainee will conduct an independent social science study directed at some element of the community in which he is student teaching. It will be done in cooperation with a social scientist who may or may not be the same person who is administratively in charge of the community study seminar.

General Goal

To give the trainee experience in using social science methodology in a non-university setting and in applying social science methodology to the community in which he is working or to the group with which he is working. (II. Review and Refine, III. Experience)

Sub-goal 1: To further develop and refine the trainee's ability to use social science methodology. (II. Review and Refine)

Competencies

1.a The trainee will be able to clearly state the problem he wishes to deal with.

1.b The trainee will be able to state the method he proposes to use to solve the problem. The method selected must take into account the time available, the data available, and the sensitivities of the community in which he is working.

1.c The trainee will use the data and the method stated to arrive at a satisfactory solution to the problem.

(Note: The competencies listed above are simply an abbreviated version of the general social science competencies elaborated on in Phase I. If the trainee elects to present his study to the class he is teaching then additional competencies involving the selection and presentation of materials will be needed. Such competencies have been stated in earlier sections of the program.)

Sub-goal 2: To give the trainee the experience in confronting the problems of doing social science research outside the academic setting. (III. Experience)

Sub-goal 3: To help establish for the trainee the value of continuing local social science research for effective teaching in a community. (III. Experience)

Activities

During the last semester of the junior year, or as soon as he learns where he will student teach, the trainee will begin a series of background readings on that community. This could be done as part of the continuing seminar. The readings should be fairly broad in nature and might include items like local history, economic surveys of the area, studies of community proboems, material from Chambers of Commerce, newspapers from the area, etc. These materials could then be discussed with other trainees who will be teaching in the same area.

When the prospective teacher begins his student teaching he will also select some element of the local social patterns he wishes to study in detail. The study need not be directly related to his earlier reading. Types of studies might include: (1) a problem of local concern, or an item of local history, which could be presented to the class being taught; (2) a study focusing on some aspect of the social behavior of the students being taught; (3) a study focusing on some phase of the community as a whole which would not be in a form to be presented to his class.

For the first few weeks the entire group of student teachers would meet once or twice a week with a social scientist. During these meetings the groups would be concerned with (1) possible areas for study, (2) the appropriateness or inappropriateness of particular research techniques, (3) local resources available, and (4) selecting an advisor to work with the trainee on his particular problem. The advisor might be the social scientist working directly with the group or one recommended from the campus staff. For the remainder of the semester the student teacher group would meet as it saw fit, either with or without the social scientist. Common problems could be discussed and additional local or campus personnel brought int. Most of the project would be done as independent research with the

help of the advisor.

Evaluation

Near the end of the semester a written version of the community study would be submitted to the advisor who would assign a grade and pass the study on to the social science coordinating committee. The coordinating committee would assess the appropriateness of the study to the general aims of the program and might wish to modify the requirements for future studies. The project would then be placed in a file where it would be available to the next group of trainees passing through the program.

COMPONENT E: INDEPENDENT STUDY

General Goal

To enable each student to select options which he perceives will be of greatest value to him in fulfilling the role of a social science specialist in the elementary school. (II. Review and Refine, III. Experience, IV. Evaluate Program)

Options

a. Senior Program Assistant. In this capacity the trainee would join an interdisciplinary faculty team involved in some phase of the instruction. His most effective use would be to work with a clinical experience team and by doing so bring about program changes whenever needed.

b. Independent Researcher. The trainee would engage in sophisticated research activity with the purpose of improving his skills as a researcher. The projects could be in concert with community agencies or other units of government which are directly concerned with the topics selected by the student.

c. Peer Assistant Teacher. The trainee would work with a beginning trainee in his field experience to develop the advanced trainee's leadership skills. This role would also provide an opportunity for him to develop evaluation skills in the role of assessment officer.

d. Advanced Study in Selected Fields. The trainee would select courses and/or independent study projects in which he has a personal interest or need.

Sub-goal 1: Demonstrate leadership skills through service as co-teacher, program evaluator, peer discussant in a student-staff role. (III. Experience, IV. Evaluate Program)

Competencies

1.a Write an objective critique of a trainee's learning unit.

1.b Organize staff resources to provide for the systematic review and evaluation of a trainee's work plans and performance. (Prepare for a staffing.)

1.c Plan a corrective program for a trainee experiencing difficulty with the classroom evaluation of his instructional objectives.

1.d Prepare an evaluative instrument to use with trainees in viewing video tapes of clinical teaching.

1.e Develop an instructional lesson assessment strategy which permits paired evaluators to independently assess instruction and later compare outcomes.

Sub-goal 2: Assume responsibility for program evaluation and improvement through the quality of his input in the continuing seminar. (IV. Evaluate Program)

Competencies

2.a Prepare and present objective evidence of your work in selected phases of the preparation program (i.e., evidence of questioning skill, logical consistency of lesson plans.....).

2.b Maintain a program activity log showing the activity and your rationale for the activity along with a self-evaluation of your performance.

Sub-goal 3: Demonstrate initiative and research capabilities through independently conceived research efforts. (II. Review and Refine)

Competencies

3.a Write a research proposal.

3.b Conduct a survey of the literature in a research of your own interest.

3.c Prepare a data gathering procedure with instrumentation for a research topic of your choice.

3.d Prepare a list of possible research proposals involving civic and social agencies which are within the range of your capabilities and resources.

3.e Replicate a study to verify its findings and test your application of research skills. (Select a reported study which is manageable within your personal restraint pattern.)

3.f Secure a consultant work experience with a social/community agency which provides actual experience with an on-going research effort. (Possibly data gathering or analysis.)

Sub-goal 4: Engage in self-evaluation activities. (II. Review and Refine)

Competencies

4.a Submit your work proposals to the program team evaluators.

4.b State performance expectations for selected instructional lessons.

4.c Request observation of your actual performance in terms of your statement of performance expectations. (Request peer evaluators.)

4.d Compare your self-evaluation with that of the peer evaluator.

Activities

a. Accept the responsibility of assisting a beginning field experience trainee in the preparation and implementation of a learning unit. In this role serve as a resource expert and project evaluator. Critique the work and guide the development of new alternatives where needed.

b. Join an evaluation team which undertakes the assessment of a segment of the program; i.e., mini-class teaching, constructing instructional aids, testing programmed material, evaluating video-tapes, and acting as independent auditor on a request basis.

c. Prepare student-staff leaders for roles as program evaluators through:

(1) Application of established criteria to pre-recorded mini-class sections.

(2) Presenting data recording strategies; i.e., classification systems.

(3) Paired practice sessions.

d. In cooperation with public agencies, develop a study proposal which represents an extension of his proficiencies.

(1) Participate in a community action program.

(2) Provide investigative service for some areas of social concern (housing or race relations).

(3) Work for a political candidate or office holder.

(4) Work with some unit of local government (welfare service, county health, youth house).

Evaluation

a. Compare the results of his evaluation tasks with a co-evaluator's.

b. Be observed by an evaluation team in the role of co-teacher, program evaluator, and peer discussant.

c. Develop self-instructional materials which relate established criteria to tasks. Each mini-class tape would necessitate the trainee's viewing the tape. The trainee's responses would be compared to the model on videotape.

d. Construct an evaluation statement which reflects performance levels for each major activity in a community action program.

e. Evaluation of the proposal by members of the evaluation team.

f. Evaluation of trainee's progress in terms of the goals of the program by a faculty team.

COMPONENT F: CULMINATING SEMINAR

General Goal

To provide the trainee with both personal and professional guidance as he operates as a member of the entire group of 10 trainees and/or as an individual trainee. (II. Review and Refine, IV. Evaluate Program)

Sub-goal 1: Demonstrate knowledge of the professional aspects of teaching. (II. Review and Refine)

Competencies

1.a Describe the roles of teachers as expressed in idealistic terms and as perceived in practice.

1.b Describe the purposes served by professional organizations representing the interests of teachers.

1.c Describe the relationship between his duties and responsibilities as a teacher.

1.d Describe and evaluate the ethics and responsibility of working under the conditions of academic freedom.

Sub-goal 2: Demonstrate knowledge of the legal aspects of teaching in particular and of the education system in general. (II. Review and Refine)

Competencies

2.a Describe the state's legal responsibility for establishing and maintaining an educational system.

2.b Describe the role of the federal government in support of education (categorical and general aid, title programs, etc.).

2.c Describe the legal responsibilities of local school boards to (a) the teachers and (b) the community.

2.d Identify and analyze questions concerning teacher liability in terms of his responsibilities to students, parents, and the school board.

2.e Describe and analyze historical and contemporary issues that have placed constraints on the education system (integration, aid to parochial schools).

Sub-goal 3: Demonstrate knowledge of the financial structure for the various levels of education. (II. Review and Refine)

Competencies

3.a Describe the shared state-local responsibility for financing public schools.

3.b Describe the basic financial terms that teachers should be acquainted with (e.g., "assessed valuation," "school funds," "tax rate," "bonding capacity").

3.c Describe and analyze the causes of and proposed solutions to the inequities among local school districts due to differing assessment procedures.

Sub-goal 4: Demonstrate knowledge of the instructional issues and problems encountered in contemporary educational settings. (II. Review and Refine)

Competencies

4.a Describe the problems of classroom management.

4.b Describe some of the various factors affecting teacher performance in the classroom ("accountability," "ungraded classes," "team teaching," "ability grouping," "open schools," "performance contracting," "individualized instruction," etc.).

Sub-goal 5: Demonstrate knowledge of topics most often affecting the beginning teacher. (II. Review and Refine)

Competencies

5.a Describe some of the interview techniques that are employed by principals, superintendents and directors of personnel.

5.b Identify and describe the difference between unit and dual school districts.

5.c Describe and analyze the "incremental," "index," and "merit" types of salary schedules.

5.d Describe the responsibilities and remuneration expected for accepting extracurricular duties.

5.e Define concept "tenure" and identify the various factors affecting it.

5.f Describe and analyze the roles of personnel other than teachers that are likely to affect the day-to-day routine of the teacher (superintendent, principals, coordinators, special teachers, etc.).

Sub-goal 6: Take part in an overall evaluation of the entire program. (IV. Evaluate Program)

Activities

Activities will evolve from the needs and interests of the particular group of trainees. However, the following activities will probably be included during the course of the Culminating Seminar:

a. Exchanging field experiences (student teaching) in order to determine weaknesses that could be strengthened during the course of the seminar.

b. Having opportunities to discuss in depth with supervising teachers in the field the educational problems of rural, urban and suburban schools.

c. Formulating an educational philosophy as a direct result of the trainee's experiences in the field and his enrollment in the series of seminars.

d. Assessing the overall program from the standpoint of the group and the individual trainees.

e. Preparing for an interview for a position in the public schools and becoming acquainted with follow-up procedures.

*f. Gaining further knowledge of the function of the teacher as a professional.

Evaluation

Evaluation is based on the trainee's ability to:

a. Assess his potential strength and weakness as a social studies specialist in terms of the basic objectives of the total program.

b. Verbalize an educational philosophy that would be based on the primary objectives of the overall program as well as on his own experiences and background.

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*Topics such as collective bargaining, salary schedules, teacher liability, etc., will be included at various stages in the overall program in addition to the culminating seminar.